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ABSTRACT

Designed to broaden cognitive knowledge about issues of sexism, over 35 nonsexist curriculum units for students ranging from preschool to postsecondary levels are presented. Although individual curriculum units were designed for a specific educational level, all units can be adapted to fit the needs of teachers in other grades. Arranged in five major parts (preschool, elementary, middle school, junior-senior high, and university), the units provide information on the following: redesigning track and field day to meet Physical Education Title IX requirements, noncompetitive physical activities, understanding sexism, practices that encourage the social development of boys and girls, nonsexist mathematical problems, nontraditional career opportunities, sex role stereotyping and social bias, influence of sex-role stereotyping on career selection, life choices for women, resources on female mythologies, nonsexist fairy tale presentations, understanding math anxiety, women in history, the Navajo women's culture, women and the military, women world leaders, historical and contemporary relationships between men and women in Asian countries, nonverbal behavior, understanding nonsexist language and sex roles, women in World War II, women's lives in ancient and modern Greece, nonsexist childrearing methods, sex equity in literature, feminism, teaching preschoolers about equity, sexism in the schools, and alternative futures for women. (LH)

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CURRICULUM UNITS ON NONSEXIST TEACHING

Colorado University, Boulder
Curriculum Design Project
Women Studies Program

1982 -- 1983

Funded by the Fund for the Improvement of Post Secondary Education (ED), Washington, DC

SO 015 672

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A Track and Field Packet

Prepared for Jim Rhodes
Bear Creek Elementary
By Freddie Buckland

Freddie Buckland
WMST 304
Curricular Design Unit
A Track and Field Packet
4/28/83

Curriculum Design Project
Women Studies Program
University of Colorado
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INTRODUCTION

The following packet is designed to help aid elementary physical education teachers in redesigning Track and Field Day to meet the requirements of the Physical Education Title IX Compliance. Also included is a basic guideline for the Physical Education Title IX Compliance along with a few reasons backing up the need for a compliance.

BASIC GUIDELINES FOR PHYSICAL EDUCATION TITLE IX COMPLIANCE

In order to apply the necessarily abstract and technical language of the Federal regulation to the physical education programs of education agencies and institutions, it may be useful to review a number of basic guidelines or principles derived from the Regulation. The principles regarding compliance in this area are scattered throughout the Regulation and the following guidelines pull together the essence of physical education compliance.

1. Physical education programs, courses, classes, or activities may not differentiate between students on the basis of sex.

    - Any requirements for participation in physical education must be the same for females and males. Male and female students may not be required, on the basis of their sex, to complete different numbers of hours, days, or semesters of physical education. Males and females may not be required to participate in different physical education programs, classes, courses, activities.

    - Participation in physical education programs, courses, classes, or activities may not be refused to students on the basis of their sex.

    - Physical education courses and classes may not be conducted separately for male and female students (except on those occasions when they deal exclusively with human sexuality). The same is true for most physical education activities.

    - Physical education courses may not be sex-designated.

2. Title Ix Does not require any specific curricula or activities within a physical education program; it requires only that those which are offered by an agency or institution be open equally to students of both sexes.

3. Title IX does not specify any particular process for the assignment of selection of students for physical education courses or classes. Any procedure may be used if it does not discriminate on the basis of sex.

4. Students may be grouped by ability, as assessed by objective standards, within physical education classes or activities. Grouping by objective standards of ability may result in groups composed primarily of students of one sex.

5. Students may be separated by sex within physical education classes for participation in wrestling, boxing rugby, ice hockey, football, basketball, and other sports the purpose or major activity of which involves bodily contact.

6. Evaluation of student's skills or progress in physical education must be based on standard which do not have an adverse impact on students of one sex.

If the use of a single standard or set of standards for the evaluation of both female and male students has an adverse effect upon students of one sex:

- two separate standards or sets of standards, one for males and one for females, should be developed for evaluation of skills or performance; or

- a single standard or set of standards which measure individual student improvement should be adopted.

7. Physical education facilities and equipment must be allocated without regard to the sex of students or instructors.

8. Physical education staff must be assigned teaching and supervisory duties (other than locker room supervision) on the basis of their qualifications rather than their sex or the predominant sex of the students in a particular course, class, or activity.

9. Physical education staff may not be treated differentially on the basis of sex in hiring, job assignment or classification, compensation, or any other condition of employment.

10. The Title IX regulation makes no requirements regarding the administrative structure of the physical education department or staff. If, however, any changes are made to accompany the integration of physical education classes by sex, these changes may not have an adverse effect on the employment of one sex.

11. Elementary schools should have been in full compliance with the regulatory requirements for nondiscrimination in physical education by July 21, 1976. Secondary and postsecondary schools should comply fully as rapidly as possible, but in no event later than July 21, 1978.

12. If noncompliance with Title IX requirements for nondiscrimination is identified, two forms of action must be taken:

    - modifications must be made to correct any policies, procedures, or practices which have been found to discriminate; and

    - remedial steps must be taken to alleviate the effects of any discrimination identified.

Secondary and postsecondary schools are granted an adjustment period, not a waiting period. Barriers to immediate compliance must be identified, and active steps toward their elimination must be taken during this time interval. Such steps might include: program planning, staff training, facilities or construction of additional facilities, etc.

Prepared by Martha Matthews as included in Title IX and Physical Education: A Compliance Overview. Washington: Resource Center on Sex Roles in Education, 1976.

> "Title IX of the Education Amendment of 1972 says: "No person...shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance..."[1]

The regulation for Title IX requests recipients of federal education to evaluate their current policies and practices to see if they are in complicance with Title IX provisions. If they find they are not, they should take alternative measures in changing their program to help end discrimination in our educational system.

Studies show physical limitations of girls' bodies compared to boys' in terms of athletic ability are relatively minor compared to traditional views. The gap is closing rapidly. Physical limitations that do exist are not sufficient to explain why the full participation of women in sports has been retarded. We must look toward psychological and sociological explanations for answers.[2]

The Women's Rights Committee sent a questionnaire to 50 elementary schools which reinforced their findings that it is physical socialization that separates student's ability. For example, young women in the past have been encouraged to perform different styles of pushups than boys because of social expectations of ability. This is at an age for which studies have proved that girls are ahead of boys in skeletal maturity. They are on the average bigger, stronger, taller and heavier than boys up until the age of 10½ years.[3]

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[1] Status and Education of Women, Association of American Colleges. Summary of the Regulation for Title IX Education Amendments of 1972. Rev. ed. N.W., Washington S.C. 20009: September 1975.

[2] Stephen K Figler, Sport and Play in American Life: Women in Sports; Sex Roles and Sex (CBS College Publishing, 1981), p. 266.

The presence of sex hormones does play a major factor in the ultimate growth of an individual but effects of exercise during the growing years should also be emphasized. One difference between bone width of girls and boys is related to lower activity levels of girls at young ages. This could be due to physical socialization.[4]

Even the maximal oxygen uptake($\dot{V}O_2$ Max) which is the single best measurment available of an athlete's endurance, proves to that boys and girls have identical $\dot{V}O_2$ max values up until at least age twelve.[5]

Observations in creating a non-sexist environment while children were playing outdoors, showed that when girls were encouraged to play they became vigorous, rather than nurturing, ran, climbed, shouted and were thoroughly adventurous.[6]

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[3] Janice Pottker and Andrew Fishel, Sex Bias in Schools: The Research Evidence (London, England: Associated University Presses, 1978), p. 436.

[4] Carole Ogelsby, Women and Sport: From Myth to Reality (Philadelphia: Lee and Febiger Publishing, 1978), p. 37-39.

[5] Jack H. Wilmore, "They Told You You Couldn't Compete with Men and You, Like a Fool, Believed Them." (Sex Equity Education, Colorado University-On file, Sex Equity/Physical Education) p. 42.

[6] Barbara Sprung, Non-Sexist Education for Young Children: A Practical Guide (Citation Press: Baker and Taylor Media Center, 1975-City unknown-On file in Sex Equity Education office of Colorado University) p. 43.

Girls need to be encouraged just as much as boys, if not more due to past damage due to socialization, on the importance of competition and independence. Girls and boys need to learn at a young age that it is possible to compete against each other successfully on equal levels. The first step is believing and it is the educational system's job to help students as much as possible by giving them all a fair start.

By revising the Track and Field Day into a non-sexist "fun day" full of traditional and non-traditional events, teachers can help guide students in a non-discriminatory direction of socialization.

WHAT IS A FIELD DAY?

A Field Day is a day in which elementary children can enjoy an enthusiastic atmosphere of fun and games. It is a memorable day in which students can compete against their class mates or themselves through various field and track events. Because this day is such a memorable one with children, teachers shoud give careful planning in making it the most rewarding experience they can by serving the best needs, interests and abilities of each student.

A successful field day can be accomplished by careful planning, organization, participation and recognition.

I. Major Goal

To provide students with a variety of traditional and non-traditional track and field events which stimulate their abilities and morale through non-sexist activities.

II. Major Objectives

A. The teacher should provide a variety of activities which will be enjoyed.

B. The teacher should provide the opportunity for the student to use acquired skills in a competitive setting whether it be against other students, themselves, or a combination of both.

C. The teacher should insure that each student obtains a measure of accomplishment. Positive reinforcement is very important in a child's eagerness to succeed.

D. The teacher should help the student cope with feelings inherent in a competitive situation: good sports behavior, success and failure.

III. Instructional Objectives

A. The learner will be given the opportunity to prepare him/herself with the traditional types of track and field events such as:

Sprints
Middle distance runs
Distance runs
Standing long jump
Running long jump
Triple long jump
Triple jump
High jump

Softball throw
Shot
Discus
Hurdles
Pole Vault
Relays
  1. Shuttle
  2. Circular

B. The learner will also be given the opportunity to prepare him/herself for a variety of fun or non-traditional track and field events such as:

Bean bag balance- place bean bag on head, get to partner without losing it.

Bean bag throw-throw for distance and/or accuracy.

Base running-time contestants and total time.

Broom race-run with broom dragging on ground.

Chair race-3 people, 2 make chair, one sits.

Chariot race-3 people, one runs ahead of the other 2 while holding one of each of their arms.

Chin up-total all contestants' scores.

Cotton ball throw-for distance and for accuracy.

Football-throw, kick, punt, hike for totaled distance and/or accuracy.

Free throw-highest number in a row or best percentage.

Frisbee throw-distance and/or accuracy.

Hammer throw-softball in sock, spin and throw for distance and/or accuracy.

Hoop roll-roll with stick or hand, cannot stop hoop from falling, may pick up after it stops on ground.

Hula hoop-longest around waist, etc...

Jump rope-running and jumping to partner or fastest number in 10 seconds.

Limbo-who can go the lowest, use high jump standards

Orienteering-use skills for fastest time.

Pig to market- roll a bowling pin with a stick.

Pole climb-fastest to top.

Pole leaping-like pole vault into sand for distance.

Potato race-place objects into cans, one at each end, partner must take out for combined time.

Quartet race-four people join hands and run race.

Sock race-use bands to hop to partner, take off band, give to partner who puts it on and hops to finish line.

Shoe kick-for distance.

Shoe relay-place all shoes in pile, r[illegible] to put on and race back, shoes must be tied.

Slow bike race- 1 person gets on others' back, first one to finish line without touching ground with rider wins.

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Soccerball-heading, footing for total number, goal kicks
for distance and accuracy.

Spoon race-place marble or ball in spoon with taped handle
for holding, must pick up with spoon if ball drops.

Tennis ball throw-for distance and/or accuracy.

Three legged race-you and partner place one foot lock
through hand and race to finish line.

Tire roll-refer to hoop roll.

Toothpick javelin-throw for distance and/or accuracy.

Tug of war-by class, by weight, by numbers, etc..

Water ballon throw-last couple in wins

Wheelbarrow race-partner picks up feet, races to line and
changes places to race back.

Events should be based on the skills of the participants. This can be done by teachers setting up a designated sign-up sheet of events for students to choose from. The object should be to further develop the students' already skilled techniques. The individual and dual events are advantageous for developing strength, speed, endurance and agility. In order to prepare students for the actual field day, it is suggested that classes have prior practice tryouts. Relay sign-ups should have 2 girls and 2 boys, but at least 3 and 1.

IV. Alternative Ways For a Non-Sexist Field Day

There are two major alternatives with successful possibilities.

1. Grouping by ability
   a. By teachers
   b. By the students themselves

2. Performance Standards

1. The grouping by ability gives the student a chance to learn the competitive side of sports. It teaches them the reality of winning and losing against other girls and boys.

   a. If teachers decide to group the students into abilities, this should be done by prior strength endurance, and speed tryouts. Heats can then be run by double AA, A, double BB, B, etc. groups depending on the size of each ability group. Groups should be of relatively small sizes so students get a fair chance at receiving a ribbon. It is not so much the color of the ribbon that means a lot to a child, it is more the positive reinforcement of their hard effort in trying. A consideration in grouping by ability this way, is the time that must be spent in preliminary tryouts instead of instructional guidance in the different events offered.

b. If a teacher chooses to allow the students to place themselves into their perceived ability groups, the teacher could have sign-up sheets of designated events for the student to choose from. This gives the student the independence of perceiving and analzing their own ability compared to other students. A problem that may arise is for students to rate themselves lower than they really are. This can be handled by confronting the child and telling him/her that you have faith in a greater ability.

2. Performance standards may require a little more effort as far as organization goes due to the reliance on accurate past records. Setting standards takes the pressure off students who fear competition among other students. It gives them the chance to compete against themselves and prove their own capabilities. It also is conceivable that each student will receive the reinforcement of a ribbon which is not always true in grouping by ability. To reach a well-rounded Field Day where students will benefit in all areas, it may be a good idea to combine grouping by standards and ability within different events throughout the day. Standards work especially well in lower grade levels such as K-3.

In setting up a standard event, a teacher could use their past track and field records or someone else's records, to set up marked distances where different ribbons would be awarded for certain accomplished speed distances or throwing skills. Included in this packet is a set of 1982 standards set up by the fraternal organization called Kiwanis. Standards are subject to change each year.

3. Additional Alternatives

a. Developing handicaps in events. Example- A more experienced athlete would start at a further distance point in a running event or they would use their opposing hand in a field event such as softball.

b. Gouping by size and shape may also be used in track and field but this can be a little discriminatgry by classifying students as tall and short.

c. In field events, using throwing for accuracy instead of distance may minimize the student's need for experience in that skill.

V. Operational Types of Field Days

1. Half day
2. Full day

3. Operation over a period of a week
4. Physical Education class periods
5. Grade level rotation
6. Grade level divisions,for example-1+2,3+4,5+6
7. Students choose certain number of events to participate in
8. Students participate in all events.

The time alotted for Field Day will depend upon the following factors:

1. The number of classes at each grade level.
2. The number of events for each grade level.

The suggested time to hold a Field Day:

1. Most likely during the month of May.
2. It is suggested that the month of April be used to carry out tryouts and prior Field Day preparations.

Variables to be considered

1. Facilities
2. Equipment
3. Time allotments
4. Awards

Teacher's Duties

1. Class or grade level organization-rules, information, order of events, etc.

2. Booklets or information event sheets distributed to classroom teachers and Physical Education Specialist.

3. Planning- for equipment needs, ribbons, refreshments, etc.

4. Get help from principal, assistant principal, special teachers, classroom teachers, competent student helpers. Outline duties for helpers and be sure they understand what to do.

Last Minute Duties

1. Before Field Day

    a. Line the field
    b. Have equipment, etc. ready to go
    c. Have classroom teachers go over events with students
    d. RELAX

2. Field Day

    a. Be sure all equipment is ready
    b. Be sure helpers know their duties
    c. Welcome spectators and participants

d. Explain the directions for all events clearly.

VI. General Information

1. Send a general announcement home with students to invite parents to watch.
2. Pre-arrangements for First Aid assistance.
3. Emphasis should be placed upon this day as being a "fun day". This is an opportune time to stress the ideals of participation for the sheer enjoyment of participating.
4. Appropriate clothing for weather conditions-suntan protection cream and hats for hot days. Alternative plans should be made in advance for bad weather falling on that day.
5. A good idea for the judges is to give out card placements at the finish line where students will then take them to a ribbon table. This helps in making the events run smoother and faster and also gives the student a second reinforcement on their accomplishment. The students may then give their ribbons to their teacher to be passed back at the end of the day where they will take them home to their parents. This makes sure the child receives plenty of recognition for his/her achievements.

This guideline packet is only the beginning to the many possible creative ideas that may be experienced through a Track and Field Day. This packet is a good start for a guideline of your own creative ideas to experiment with.

RUNNING EVENTS

Elementary School Students Only (no one above the sixth grade)

Rules

There will be watches on all contestants for each heat for performance purposes.

A. Dashes
   1. Preliminary heats will be run. All contestants who meet performance standards will be given ribbons.
   2. Eight fastest times go into finals for special ribbons.
   3. No spiked running shoes.

B. Distance runs and relays
   1. Only co-ed relay teams from each school, age group, will be allowed.

PERFORMANCE STANDARDS - All Times in Hundreds
Performance Standards subject to change next year

RUNNING EVENTS

8-9 year olds

50 yd. Dash			220 yd Dash			200 Shuttle Relay		
Boys		Girls	Boys		Girls	Boys		Girls
7.50 or lower	1st	7.60 or lower	30.00 or lower	1st	32.00 or lower	30.00 or lower	1st	32.00 or lower
7.51 7.60	2nd	7.61 7.70	30.01 31.00	2nd	32.01 33.00	30.01 31.00	2nd	32.01 33.00
7.61 7.75	3rd	7.71 7.85	31.01 32.00	3rd	33.01 34.00	31.01 32.00	3rd	33.01 34.00
7.76 7.90	4th	7.86 8.00	32.01 33.00	4th	34.01 35.00	32.01 33.00	4th	34.01 35.00
7.91 8.50	5th	8.01 8.15	33.01 34.00	5th	35.01 36.00	33.01 34.00	5th	35.01 36.00

Source: KAWANIS' FRATERNAL ORGANIZATION (1982)

[a] Records of Boulder girls and boys put together by David Shultz and Gary Pine.

RUNNING LONG JUMP

Elementary School Students Only (no one above the sixth grade)

Rules

1. Jump will be measured from the front edge of take-off board to first break in sand.
2. The jumper should take off on 1 foot, without going over the front edge of the take-off board - this is a scratch and the score is recorded as such.
3. Two jumps--longest jump recorded. In case of a tie, the longest 2nd jump will be considered or duplicate ribbons will be awarded.

PERFORMANCE STANDARDS - All Measurments in Meters
All Performance Standards subject to change next year

RUNNING LONG JUMP

8-9 year olds

Boys		Girls
3m30c0mm and above	1st	3m0c0mm and above
3m29c9mm 3m20c0mm	2nd	2m99c9mm 2m90c0mm
3m19c9mm 3m10c0mm	3rd	2m89c9mm 2m80c0mm
3m9c9mm 2m95c0mm	4th	2m79c9mm 2m65c0mm
2m94c9mm 2m75c0mm	5th	2m64c9mm 2m50c0mm

10-11 year olds

Boys		Girls
3m80c0mm and above	1st	3m35c0mm and above
3m79c9mm 3m65c0mm	2nd	3m34c9mm 3m20c0mm
3m64c9mm 3m50c0mm	3rd	3m19c9mm 3m5c0mm
3m49c9mm 3m30c0mm	4th	3m4c9mm 2m85c0mm
3m29c9mm 3m5c0mm	5th	2m84c9mm 2m60c0mm

12-13 year olds

Boys		Girls
4m25c0mm and above	1st	3m85c0mm and above
4m24c9mm 4m5c0mm	2nd	3m84c9mm 3m70c0mm
4m4c9mm 3m85c0mm	3rd	3m69c9mm 3m55c0mm
3m84c9mm 3m60c0mm	4th	3m54c9mm 3m35c0mm
3m59c9mm 3m30c0mm	5th	3m34c9mm 3m5c0mm

Source: KAWANIS' FRATERNAL ORGANIZATION (1982)
[a] Records of Boulder girls and boys put together by David Shultz and Gary Pine.

STANDING LONG JUMP

Elementary School Students Only (no one above the sixth grade)

Rules

1. Two jumps will be allowed. Each jump will recorded.
2. Jump must be a 2 foot take-off. The jump is measured to the heels of the jumper or the hands if the jumper should fall backwards.
3. In case of a tie, the longest second jump will be considered for a tie breaker, or duplicate ribbons will be awarded.

PERFORMANCE STANDARDS - All Measurments in Meters
Performance Standards subject to change next year

STANDING LONG JUMP

8-9 year olds

Boys		Girls
1m83c0mm	1st and above	1m75c0mm
1m82c9mm 1m78c0mm	2nd	1m74c9mm 1m70c0mm
1m77c9mm 1m73c0mm	3rd	1m69c9mm 1m65c0mm
1m72c9mm 1m67c0mm	4th	1m64c9mm 1m59c0mm
1m66c9mm 1m61c0mm	5th	1m58c9mm 1m53c0mm

10-11 year olds

Boys		Girls
2m1c0mm	1st and above	2m1c0mm
2m0c9mm 1m96c0mm	2nd	2m0c9mm 1m95c0mm
1m95c9mm 1m90c0mm	3rd	1m94c9mm 1m88c0mm
1m89c9mm 1m83c0mm	4th	1m87c9mm 1m81c0mm
1m82c9mm 1m75c0mm	5th	1m80c9mm 1m73c0mm

12-13 year olds

Boys		Girls
2m15c0mm	1st and above	2m10c0mm
2m14c9mm 2m10c0mm	2nd	2m9c9mm 2m4c0mm
2m9c9mm 2m4c0mm	3rd	2m3c9mm 1m97c0mm
2m3c9mm 1m96c0mm	4th	1m96c9mm 1m89c0mm
1m95c9mm 1m88c0mm	5th	1m88c9mm 1m81c0mm

Source: KAWANIS' FRATERNAL ORGANIZATION (1982)

[a] Records of Boulder girls and boys put together by David Shultz and Gary Pine.

HIGH JUMP

Elementary School Students Only (no one above the sixth grade)

Rules

1. Starting Height

	Boys	Girls
8-9 years	85 cm(34 in)	95 cm(38 in)
10-11 years	90 cm(36 in)	100 cm(39 in)
12-13 years	95 cm(38 in)	105 cm(42 in)

2. Take off must be from one foot, (no diving over from two feet).
3. The bar will be raised 5 cm at a time or less when fewer than 8 remain.
4. Two misses at a height will eliminate a jumper (two misses taken in a row).
5. In case of a tie, the number of misses will be considered to break the tie, (only for special ribbons, or duplicate ribbon will be awarded).
6. You may pass jumps, but the bar will not be lowered.
   Highest made jump counts if you miss after a pass.
   Note: if you come late, you begin at existing height.

PERFORMANCE STANDARDS-All Measurments in Meters
All performance standards subject to change next year.

HIGH JUMP

8-9 year olds			10-11 years			1[illegible]-12 year olds		
Boys "		Girls	Boys		Girls	Boys		Girls
1m13c	1st	1m03c	1m36c	1st	1m21c	1m41c	1st	1m26c
	and above			and above			and above	
1m12c	2nd	1m02c	1m35c	2nd	1m20c	1m40c	2nd	1m25c
1m10c		1m00c	1m31c		1m16c	1m36c		1m21c
1m09c	3rd	9m9c	1m30c	3rd	1m15c	1m35c	3rd	1m20c
1m07c		9m7c	1m26c		1m11c	1m31c		1m16c
1m06c	4th	9m6c	1m25c	4th	1m10c	1m30c	4th	1m15c
1m04c		9m4c	1m21c		1m06c	1m26c		1m11c
1m03c	5th	9m3c	1m20c	5th	1m05c	1m25c	5th	1m10c
1m00c		9m0c	1m15c		1m00c	1m20c		1m05c

Source: KAWANIS' FRATERNAL ORGANIZATION (1982)

[a] Records of Boulder girls and boys put together by David Shultz and Gary Pine.

SOFTBALL THROW - BASEBALL THROW

Elementary School Students Only (no one above the sixth grade)

Rules

1. Two throws--longest throw recorded.
2. Throw must be made from behind the line. Contestant may run up to the line.
3. In case of a tie, the longest 2nd throw will be considered for the tie breaker or dupilcate ribbons will be given.

PERFORMANCE STANDARDS - All Measurments in Meters
Performance Standards subject to change next year

SOFTBALL THROW - BASEBALL THROW- to nearest centimeter

8-9 year olds Boys Girls 37m0c 1st 24m0c and above	10-11 year olds Boys Girls 46m0c 1st 31m0c and above	12-13 year olds Boys Girls 54m0c 1st 34m0c and above
36m99c > 2nd < 23m99c 35m0c 21m0c	45m99c > 2nd < 30m99c 43m0c 28m0c	53m99c > 2nd < 33m99c 50m0c 31m0c
34m99c > 3rd < 20m99c 33m0c 18m0c	42m99c > 3rd < 27m99c 40m0c 25m0c	49m99c > 3rd < 30m99c 46m0c 27m0c
32m99c > 4th < 17m99c 31m0c 16m0c	39m99c > 4th < 24m99c 37m0c 22m0c	45m99c > 4th < 25m99c 42m0c 23m0c
30m99c > 5th < 15m99c 29m0c 14m0c	36m99c > 5th < 21m99c 33m0c 19m0c	41m99c > 5th < 22m99c 38m0c 19m0c

Source: KAWANIS' FRATERNAL ORGANIZATION (1982)

[a]Records of Boulder girls and boys put together by David Shultz and Gary Pine.

ACKNOWLEDGEMENTS

1. The jefferson County Elementary School Field Day Information Booklet.
2. The Jefferson County Field Day Information Inservice.
3. Madeline Hunter's Task Analysis Tool-Consultant principal from UCLA School of Education-Los Angeles, California.

The following people with their work on Task Analysis, helped provide the information in this packet.

   a. Jane Grotluschen-Physical Education Specialist, Heatherwood Dlementary. May 1980.
   b. Don Hanson-5th grade teacher-intramural enthusiast, Flatirons Elementary. May 1980.
   c. Norm Haubert-Physical Education specialist, Kohl Elementary. May 1980.
   d. Gary Pine-Physical Education specialist, Flatirons Elementary. May 1980.
   e. Linda Smith-Physical Education specialist, Lincoln Elementary. May 1980.
   f. Jim Rhodes- Physical Education specialist, Bear Creek Elementary. May 1980.

4. Jim Rhodes-Preparation of Track and Field Diagram. May 1982
5. Marilyn Friedman-Louisville Elementary-Physical Education specialist, Louisville Elementary. 1983. Ideas of alternative ways to run a track and Field Day.

SIGN-UP SHEET FOR PACKET

	NAME	ADDRESS	PHONE NUMBER
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Cooperative Games - Noncompetitive Physical Activities
for K - 2nd

Prepared for Connie Champion
Lincoln Elementary
By Gayle Hardine

Wmst. 304
April 1982

Lesson Plan for Physical Education
Instructor: Gayle Hardine
Discipline: Physical Education
Grade Level: K-2 grades

Format: Activities
Time Frame: 20-30 minutes
Supplementary Materials: Brooms, Footballs, Rubber Cones, and Cloth Strips

Goal: Competitive activities in which either boys or girls are more physically capable of winning cause group hostilities. The purpose of this unit is to reduce the occurence of these hostilities by finding more fun activities for students to do and encourage students to participate in physical activities which stress cooperation and enjoyment more than any competition involved. The method for encouraging participation is to teach students some fun activities for a track and field day, which is traditionally a competitive event.

OBJECTIVES FOR THIS UNIT:

1. Find fun activities for different age levels in which students can participate on a track and field day--activities which tend to minimize advantages some students may have over others so that most students have an equal chance of winning.
2. Students will be encouraged to think about whether they would rather participate in physical activities which are strictly competitive, like the 50 yard dash, or physical activities in which the main objective is more to have fun than to win.
3. Students will learn how to do some of these activities.
4. Students will have fun doing these activities.

OBJECTIVE 1: Find fun activities for different age levels in which students can participate on a track and field day--activities which tend to minimize advantages some students may have over others so that most students have an equal chance of winning.

A. Check out the Library of Congress Subject Headings for books in certain areas which contain certain activities. Think up subject headings in areas relevant to physiacl activities. These subject headings may also give subject headings for other related areas.
   1. Eliminate inappropriate subject headings according to LCSH listings.
      a. Activities, Athletics, Amusements, Ball Games, Children, Indoor Games, Physical Education and Training, Play, Recreation, Schools-exercise and recreation, Secular Games, Sports and Targets were all eliminated, but some led to other good subject headings.
   2. Eliminate certain areas by skimming through the books in that area.
      a. Kindergarten and Primitive Sports were eliminated in this manner.
   3. There were a number of good subject headings to look under.
      a. Physical Education for Women-call# GV 439 up to and including Physical Education for Children-call# GV 443.
      b. Sports for Women-call# GV 709 up to and including Sports for Children-call# GV 709.2 and the surrounding area.
      c. Games-call# GV 1200-1511.

B. Check the books in the sports section of children's books in the public library.

C. Discuss activities with the students physical education teacher and adapt them to the students needs.
   1. "Back to Back" Albert M. Farina, Sol H. Furth, and Joseph M. Smith, Growth Through Play (Englewood Cliffs, N.J.: Prentice-Hall, 1959), p. 208. (See OBJ 3,B)

2. "The Kangaroo Race" Lillian and Godfrey Frankel, Muscle Building Games (N.Y.: Sterling Publishing Company, 1964), p. 11. (See OBJ 3,C)
3. "The Tin Can Roll" Lillian and Godfrey Frankel, 101 Best Games for Girls (N.Y.: Sterling Publishing Company, 1952), p. 49. (See OBJ 3,D "The Broom and Football Race")

OBJECTIVE 2: Students will be encouraged to think about whether they would rather participate in physical activities which are strictly competitive, like the 50 yard dash, or physical activities in which the main objective is more to have fun than to win.

A. Explain the reasons for teaching the students these activities.
   1. Physical activity is good for them.
   2. Many physical activities included in a track and field day are competitive, and some students may not like competitive activities.
   3. Present positive and negative aspects of competition.
      a. positive--to learn what you can do.
      b. negative--people are usually looked down on if they can't do something or they can't do it well.
      c. positive--knowing that you can do something well makes you feel good about yourself.
      d. negative--you don't feel good about yourself if you don't do something well, especially if others give you a hard time.
      e. negative--if you always win and people expect you to win, you form a need to win to feel good about yourself, you need to be better than other people, and you begin to look down on yourself and others when they don't do so well. You stop doing things unless you know you will do well.
      f. negative--if you lose a lot you will start to think that you can't do well in other things, so you stop trying to do other things.
      g. to get a project done, like making a mural, or writing a story with other students requires cooperation between students, a student who is very competitive may have trouble getting somethings done.
   4. There are activities for children which are less competitive, that they can do and have a good time regardless of their physical capabilities.
   5. Ask the students if they like competitive activities, or activities more oriented to having a good time and why.

OBJECTIVE 3: Students will learn how to do some of these activities for track and field day. The length of time, and the length of the course for the activity will vary, depending on the number of students involved, the space available, and the students capabilities; therefore adjustments may need to be made to allow adequate time for all the activities.

A. Have students do warm up exercises, like Toe Touchesand Jumping-Jacks for about 3 minutes.
B. "Back to Back" 50 yards K-2 grades
   1. Adapt the race to run sideways so that the students don't trip on each other.
   2. Ask for 2 students to help show the other students how the race will be done.
      a. have them stand back to back.
      b. have them hook their arms together at the elbows.
      c. have them slide their feet sideways to the goal line.
      d. explain that the students will be grouped in twos like this and that the object is to run to the goal line. Whoever makes it to the goal line first is the winner.

    - e. have the students form groups of 2 (5 groups at a time is a good number depending on the time and space available.) Have the students run a trial race.

C. "The Kangaroo Race" 25 yards 1-2 grades

1. Adapt the race to tie the feet together instead of placing something between the students legs, if an object is used, the game becomes difficult to judge--it falls out easily.
2. Show the students how the race will be done.
    - a. pass out strips of cloth to the students and have them tie their feet together.
    - b. show the students how to jump to the goal line with their feet together.
    - c. explain that they will jump to the goal line and whoever gets there first is the winner. 5 students at a time is a good number depending on the time and space available. Run a trial race.

D. "The Broom and Football Race" 25 yards Kindergarten

1. Adapt the race to use a football because a football is harder to push.
2. Show the students the equipment to be used.
3. Show the students how the race will be done.
    - a. using the broom sweep the football around the rubber cone and back to the starting line.
    - b. pass out the balls and brooms to as many students as possible. (5 at a time is a good number depending on the time and space available) and have them run a trial race. Whoever makes it back to the starting line first is the winner.

OBJECTIVE 4: Students will have fun doing these activities.

A. Ask the students if they had fun.

B. Ask if they have ideas for other activities which are less competitive or non-competitive.

C. If they don't have any ideas, ask them to think about it for a while and if they come up with any ideas, they can tell them to their teacher later.

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3. ----------. 101 Best Games for Girls. N.Y.: Sterling Publishing Company, 1952.

4. Library of Congress Subject Headings.*By the Library of Congress. Washington, D.C., 1980.

* These are available in the reference dept. of any library.

Cooperative Games - Noncompetitive Physical Education Activites
for 4th - 6th

Prepared for Connie Champion
Lincoln Elementary

By Gayle Hardine

Wmst. 304
May 1982

Lesson Plan for Physical Education
Instructor: Gayle Hardine
Discipline: Physical Education
Grade Level: 4-6 Grades

Format: Activities
Time Frame: 45 minutes
Supplementary Materials: Cloth Strips

Goal: Competitive activities in which either boys or girls are more physically capable of winning cause group hostilities. The purpose of this unit is to reduce the occurence of these hostilities by finding more fun activities for students to do and encourage students to participate in physical activities which stress cooperation and enjoyment more than any competition involved. The method for encouraging participation is to teach students some fun activities for a track and field day, which is traditionally a competitive event.

OBJECTIVES FOR THIS UNIT:

1. Find fun activities for different age levels in which students can participate on a track and field day--activities which tend to minimize advantages some students may have over others so that most students have an equal chance of winning.
2. Students will be encouraged to think about whether they would rather participate in physical activities which are strictly competitive, like the 50 yard dash, or physical activities in which the main objective is more to have fun than to win.
3. Students will learn how to do some of these activities.
4. Students will have fun doing these activities.

OBJECTIVE 1: Find fun activities for different age levels inwhich students can participate on a track and field day--activities which tend to minimize advantages some students may have over others so that most students have an equal chance of winning.

- A. Check out the Library of Congress Subject Headings for books in certain areas which contain appropriate activities. Think up subject headings in areas relevant to physical activities. These subject headings may also give subject headings for other related areas.
  - 1. Eliminate inappropriate subject headings according to LCSH listings.
    - a. Activities, Athletics, Amusements, Ball Games, Children, Indoor Games, Physical Education and Training, Play, Recreation, Schools-exercise and recreation, Secular Games, Sports, and Targets were all eliminated,but some led to other good subject headings.
  - 2. Eliminate certain areas by skimming through the books in that area.
    - a. Kindergarten and Primitive Sports were eliminated in this manner.
  - 3. There were a number of good subject headings to look under.
    - a. Physical Education for Women-call# GV 439 up to and including Physical Education for Children-call# GV 443.
    - b. Sports for Women-call# GV 709 up to and including Sports for Children-call# GV 709.2 and the surrounding area.
    - c. Games-call# GV 1200-1511.
- B. Check out books concerning the effects on children of too much stress on competition, especially in the area of sports.
  - 1. Check out books in the Women's Studies department library under sports.

        a. one good booklet, Physical Educators for Equity, module #2 Sex Role Stereotyping and its Effects by the Women's Educational Equity Act, U.S. Dept. of Education, plus an article in another booklet, "Sex-role Stereotyping and its Effect on Boys" by Sylvia-Lee Tibbets, in Physical Educators for Equity: Leaders Handbook also by the Women's Educational Equity Act, U.S. Dept. of Education, both have very good bibliographies.
        b. go to the original sources for the bibliographies and check out the books and articles which may be relevant, and check to see if the authors have written any other relevant material.
    2. Check out books listed in additional subject headings in the Library of Congress Subject headings.
        a. Exercise, Psychology, Sexism, Sexist, Sports-Health and Hygiene, Sports-Sex Descrimination, were all eliminated.
        b. There were some books listed under Athletics, Competition(Psychology) in children, Physical Education for Children, Physical Education and Training-Philosophy, Sports for Children, and Sports for Children-Psychological Aspects. Write down the call#s for these books and check them out, if any of them are relevant check out the books in the surrounding areas.
    3. Check the books in the sports section of the children's books at the public library.
    4. Check out the books that the physical education teacher uses at school.
C. Discuss the activities which were found with the students physical education teacher to determine which ones are good and adapt them to the students needs and capabilities.
    1. Combine 4 activities into the "Animal Relay".
        a. "The Crab Walk" Albert M. Farina, SolH. Furth and Joseph M. Smith, Growth Through Play (Englewood Cliffs, N.J.: Prentice-Hall, 1959), p. 128. (See OBJ 3,B)
        b. "Seal Crawl" Dr. Alvin et al., "Self Testing and Tumbling Activities K-3," Elementary Tumbling Committee, Physical Education Division, Boulder Valley Public Schools RE-2, p. 40.
        c. "The Duck Walk" Charles A. Bucher, and Evelyn M. Reade, Physical Education and Health in the Elementary School (N.Y.: The Macmillan Company, 1964), p. 268.
        d. "The Bear Walk" albert Farina, Sol H. Furth, and Joseph M. Smith, Growth Through Play (Englewood Cliffs, N.J.: Prentice-Hall, 1959), p. 80.
    2. Combine 4 activities into the "Partner Race".
        a. "The Piggy Back Carry" Hollis F. Fait, Ph.D., Physical Education for the Elementary School Child (Philadelphia: W.B. Saunders Company, 1971), p.307.
        b. "The Wheelbarrow Race" Martha Spath, Education in Play (Kirksville, Missouri: The Simpson Printing and Publishing Company, 1966), p. 132.
        c. "Leap Frog" Maryhelen Vannier, Mildred Foster, and David Gallahue, Teaching Physical Education in Elementary Schools (Philadelphia: W.B.Saunders Company, 1973), p. 448.
        d. "The Three-Legged Race" Martha Spath, Education in Play (Kirksville, Missouri: The Simpson Printing and Publishing Company, 1966), p. 82. (See OBJ. 3,C)

OBJECTIVE 2: Students will be encouraged to think about whether they would rather participate in physical activities which are strictly competitive, like the 50 yard dash, or physical activities in which the main objective is to have fun with other students.

A. Explain the reasons for teaching the students these activities.
   1. Ask if students know the difference between competition and cooperation, have someone give their definition, if necessary elaborate on this definition.
      a. ask students if they can give examples of competitive and cooperative types of physical activities.
      b. ask which type of activities they like best and why.
   2. Discuss how attitudes about what is appropriate behavior for boys and girls encourages competition between them.
      a. discuss stereotypes of boys and girls: the strong, aggressive boy who can handle any situation, Nancy Frazier, and Myra Sadker, Sexism in School and Society (N.Y.: Harper and Row Publishers, 1973), p. 57-61, and the neat quiet girl who doesn't do much physical activity, June Shapiro, Sylvia Kramer, and Catherine Hunerberg, Equal Their Chances (London: Prentice-Hall, 1981), pp. 121-138.
      b. ask the students if they think these stereotypes are accurate, if people treat them this way, and how it makes them feel.
   3. Discuss why too much stress on competition may not be good.
      a. if a person must continually compete in activities in which they do poorly, they may get a negative self image. This may generalize to other areas, and they will avoid working hard to accomplish tasks because if they don't try, its not so bad if they don't do well, Hollis F. Fait and John E. Billing, "Reasessment of the value of Competition" in Joy and Sadness in Children's Sports, Ed. Rainer Martens (Champaign, Illinois: 1978), pp. 98-103.
      b. a student who always wins may become aggressive and a bully, because their positive self image has been developed at the expense of others, Carolyn W. Sherif, "The Social Context of Competition" in Social Problems in Athletics, Ed. Daniel M. Landers (Urbana: University of Illinois Press, 1976), pp. 18-36.
      c. negative pressures on children: boys are encouraged to be aggressive, which may lead to violence later in life, and have higher expectations put on them, U.S. Dept. of Education, Women"s Equity Act, Physical Educators for Equity Module 2 Sex Role Stereotyping and its Effects (Richmond, Ky.: Eastern Kentucky University, 1981), pp. 5-22; girls values--what they do, can't do or aren't allowed to do--are given a negative value, which they may internalize. If they do something well which they aren't supposed to do, they are considered abnormal, U.S. Dept. of Education, Women's Equity Act, Physical Educators for Equity: Leaders Handbook (Richmond, Ky.: Eastern Kentucky University, 1981), pp.21-29.
      d. ask students if they have ever known other children who were very aggressive towards them, and how it made them feel.
   4. Discuss why activity is good for students.
      a. it teaches cooperation and builds self confidence: it helps people learn to do things on their own, to make and follow rules, it is a tension releaser, and helps people learn to make decisions, Shapiro, pp. 121-138. All of these things can become generalized to other areas of accomplishment, Sherif, pp. 18-36.
      b. at times competition can be good because everyone likes to know that they can do something well.
      c. cooperation is also good, because things can be done more easily with other people and its more fun.
      d. aggressive behavior can be positive if it is directed towards accomplishing a goal, Frazier, pp. 57-61.

OBJECTIVE 3: Students will learn how to do some of these activities for track and field day. The length of time and the length of the course for the activity will vary, depending on the number of students, the space available, and the students capabilities: therefore adjustments may need to be made to allow adequate time for all the activities.

A. Have students do warm up exercises--Toe Touches, Jumping-Jacks, Situps, Trunk Twisters, or something similar, about 15 of each.

B. "The Animal Relay" 25 yards all grades
  1. Show the students how the race will be done.
    a. divide the students into groups of 4, 2 boys and 2 girls, have the girls go to one side of an end line and have the boys go to the other end line.
    b. one person from each group will start out and do part of the race to theopposite end line,tag the first person in their group at the opposite side, that person will return doing another activity and so on until each student has finished. The first group to finish is the winner.
    c. first is the "The Crab Walk" squat down, put your arms on the ground in back of you and move backwards to the endline using only hands and feet.
    d. do "The Seal Crawl" back. squat down, put your hands out in front of you on the ground, extend your body until your legs are straight, move to the start using your arms and sliding your feet.
    e. "the Duck Walk" is done back to the other endline. Squat with arms crossed and waddle to the end line.
    f. return again to the starting line doing "the Bear Walk", bend at the waist without bending your knees, and walk to the starting line.
    g. 5 groups at a time is a good number, depending on the time and space available.

C. "The Partner Race" 25 yards all grades
  1. Show the students how the race will be done.
    a. ask for 2 students to help show the others how the race will be done.
    b. "The Piggy Back Race" have one student jump on the other student's back and wrap his or her legs around the other's waist, then run to the end line.
    c. they will return doing "The Wheelbarrow Race", the one who did the carrying before will now get on the ground, on his or her stomache, the other student will grab that students legs and raise the students legs off the ground so that only the students hands are touching the ground. They will then race to the starting line.
    d. next they will do the "Leap Frog" over one another back to the end line .
    e. doing "The Three-Legged Race" they return again to the starting line.
    f. explain that the couple who finishes first will be the winner. 5 students at a time is a good number, depending on the time and space available.
    g. have the students run the race.

OBJECTIVE 4: Students will have fun doing these activities.

A. Ask the students if they had fun.

B. Ask if they have any other ideas for other activities which are less competitive or non-competitive.

C. If they don't have any ideas, ask them to think about it for a while, and if they come up with any ideas, they can tell them to their teacher later.

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1. Alvin, Dr. et al. "Self Testing and Tumbling Activities K-3." Elementary Tumbling Committee, Physical Education Division, Boulder Valley Public Schools RE-2, p. 40.

2. Bucher, Charles A., and Evelyn M. Reade. Physical Education and Health in the Elementary School. N.Y.:The Macmillan Company, 1964, p. 268.

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12. ----------. Physical Educators for Equity: Leaders Handbook. Richmond, Ky.: Eastern Kentucky University, 1981, pp. 21-29.

13. Vannier, Maryhelen, Mildred Foster, and David Gallahue. Teaching Physical Education in Elementary Schools. Philadelphia: W.B. Saunders Company, 1973, p. 448.

* These are available in the reference department of any library.

Understanding Sexism

Prepared for Cheri Merriman
Crestview Elementary

By Janet Faucett

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box
Boulder, Colorado 80309

A Discussion of Sexism for 5th graders

Lesson Plan for Elementary School
Instructor: Janet Faucett/
Cheri Merriman
Discipline: Women Studies
Grade Level: 5
School: Crestview
Date: April 19 - 23

Format: Lecture/Discussion/
Exercises
Time Frame: 30 min. for 5 days
Supplementary materials: film, money sheets, magazines, games and tests.

Goal: To stimulate students' awareness of sexism in their lives.

Objectives: Students will

1. understand what sexism is.
2. recognize sexism readily.
3. learn about stereotyping as a sexist device.
4. become aware of their sexist feelings and develop understanding of them.
5. understand why sexism is a current issue.

Objective 1. Students will understand what sexism is.

A. read dictionary definition aloud to class

Sexism: the economic exploitation and social domination of members of one sex by the other, specifically of women by men.

1. discuss definition. Ask students what 'economic exploitation' and 'social domination' mean to them.

a. discuss in terms of discrimination.

B. read excerpt from AP Stylebook.

Women: Women should receive the same treatment as men in all areas of coverage. Physical descriptions, sexist references, demeaning stereotypes and condescending phrases should not be used. In other words, treatment of the sexes should be even-handed and free of assumptions and stereotypes.

C. ask students how sexism or sexist issues apply to them.

1. ask if they are treated any differently because they are boys, girls.

D. hand out "The World of Work" quiz, have students fill it out. (Sample attached)

1. discuss results in class.

a. ask why one job should be open only to women, another to men, why some are okay for both.

b. have them talk about their expectations.

Objective 1.D.1. continued

- c. point out people you and they know who are in non-stereotyped jobs. i.e. women doctors, men nurses, women police, etc.

Objective 2. Students will recognize sexism readily.

- A. pass samples of U.S. currency around class.
  - 1. an easy way to do this is put current money in plastic envelopes, being sure to include a Susan B. Anthony dollar. (Samples attached.)
    - a. do the students know who is on the money?
    - b. does anyone know Susan B. Anthony?
      - 1. Susan B. Anthony founded the women's movement during the 19th century. She instituted the first women's rights convention at Seneca Falls, New York in 1848. Her first priority was women's suffrage.
- B. talk about other examples of sexism in the media and elsewhere.
  - 1. ask students for examples

Objective 3. Students will learn about stereotyping.

- A. stereotyping is: a fixed notion of a person allowing for no individuality.
- B. use magazines for a stereotype hunt.
  - 1. have students count stereotypes in advertising in advertising and other illustrations.
    - a. have students cut out pictures and make a small collage of stereotypes.
- C. talk about stereotyping and sexism on TV
  - 1. commercials
  - 2. situation comedy, especially reruns like -

    Leave it to Beaver

    I Love Lucy
    - a. talk about how they and their parents and friends talk and act in similar situations, such as doing housework, cooking, playing, etc.

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Objective 4. Students will become aware of their sexist feelings and develop understanding of them.

- A. play the softball game (sample attached)
  - 1. discuss results
    - a. why is it so difficult to devide references equally between male and female?
- B. show film, "The Fable of He and She"
  - 1. let class discuss sexist and nonsexist society.

Objective 5. Students will understand why sexism is an issue now.

- A. go over previous illustrations of sexism.
  - 1. money
  - 2. games
  - 3. magazines
  - 4. TV
  - 5. film
- B. discuss sexist language in books and other media
  - 1. develop a vocabulary list of sexist job titles, etc.
    - a. mailman - letter carrier etc.
- C. read fact sheet "Do these statistics surprise you?" (sample attached)
  - 1. be prepared to introduce current statistics if available.

Lesson Plan Bibliography with notes (5th grade curriculum)

"sexism," Webster's New World Dictionary, Second College Ed., 1979

It is important for the teacher to be aware that the word sexism is not in editions dated prior to the mid or early 1970's.

"women," The Associated Press Stylebook and Libel Manual, 1977
New York: The Associated Press.

This manual guides press usage throughout the United States.

Cott, Nancy F. and Elizabeth H. Pleck, A Heritage of Her Own.
New York: Siman and Schuster, 1979, pp 558-59.

This is an excellent history of women. I used it specifically for an overview of Susan B. Anthony's involvement with the women's movement.

Howe, Louise Knapp, Pink Collar Workers.
New York: Avon Books, 1978.

This book contains good discussions of "women's work" and the dead-end jobs women are often relegated to because of sexist attitudes held by employers and employees. It gives many good reasons to continue the struggle for equity.

Seifer, Nancy, Nobody Speaks For Me!
New York: Simon and Schuster, 1976.

This is an interesting collection of stories about women in some non-traditional jobs.

Guttentag, Marcia and Helen Bray, Undoing Sex Stereotypes.
New York: McGraw-Hill Book Company, 1976.

Here are suggestions for creative curriculum units for all grades, designed to combat sexism.

U.S. Dept. of Health, Education, and Welfare, Sexism and Sex-Role Stereotyping in School Materials.
Women's Educational Equity Act Program, U.S. Office of Education, 1978.

This is part of a 5 unit equality kit, containing many suggestions on how to recognize and fight sexism in school materials. See the other pamphlets for more ideas. One I used was sexist and non-sexist vocabulary.

DO THESE STATISTICS SURPRISE YOU?

When you ask a little boy what he is going to be when he grows up, his answer is almost always in terms of a job, and seldom in terms of a family relationship. He may not end up "being" what he first says; he may "be" a number of different things over the course of his life; but he focuses, from a very early age, on the work he will do as an adult.

When you ask a little girl what she is going to be when she grows up, the chances are that she will say she will be married. Yet data from the U.S. Department of Labor and from the California Commission on the Status of Women show that marriage and home making are not the only realities in store for most of today's little girls. Until girls and the adults who work with them recognize the changed roles and responsibilities of half the population society will continue to have far less than maximum use of the talents of many bright women.

THE STATISTICS SHOW THAT:

--- the average life expectancy of women today is more than 75 years, and is rising. By the year 2000 it may be up to 100 years

---Childbearing patterns have changed. Earlier marriage and fewer children mean that the average mother of today has at least 40 years of life ahead after her youngest child is in school

--- 9 out of 10 girls will marry

--- 8 out of 10 will have children

--- 9 out of 10 will be employed outside their homes for some period of their lives

--- at least 6 out of 10 will work full time outside their homes for 30 years or more

--- more than 1 in 10 will be widowed before the age of 50

--- at least 3 in 10 will be divorced

--- 4 in 10 will be heads of families

--- 5 out of 10 working women have children under the age 18

--- 5 out of 10 working women earn less than the federally set poverty level annual wage.

--- the wage gap between working men and working women has been increasing steadily for the last 25 years (yes, even now!)

Socialization Practices That Encourage the Development of Boys and Girls as Human Beings

Prepared for Lu Knotts
Mapleton Elementary

By Julie Yowell

Spring 1983

Instructor: Julie Yowell
Discipline: Women Studies
Grade Level: Kindergarten
School: Mapleton

Format: Discussion/Visual Aids/Art Project/G
Time Frame: 45 minutes-may extend 30 minutes
Supplementary materials: Play Scenes Lotto,
Books listed, **Instructors Note (See attachm

GOAL: The purpose of this unit is to point out socialization practices that encourage the development of boys and girls as human beings. To expose children at an early age to achievement needs of assertiveness and independence in females as well as males, opening up many opportunities to them in hobbies, jobs and activities.

OBJECTIVES FOR THIS UNIT: Students will--

1. Learn to question the sex biases that they are already unconsciously accepting and acting out in their daily interactions.

2. Be shown how both sexes can play and work together in passive and active roles, and be encouraged to accept the idea that all people can do many different kinds of things.

3. Explore the many opportunities that are available for both males and females, and learn ways to experiment with these new ideas, so as to overcome notions of traditional roles and social limitations which they will encounter as they grow into adulthood.

OBJECTIVE 1: Students will learn to question the sex biases that they are already unconsciously accepting and acting out in their daily interactions.

A. Students will gather in a circle around the instructor, and the idea will be introduced with the question "How many of you think that boys and girls are different? The same? " *Instructors note: The idea is to eventually have the children realize that boys and girls are more "the same" than different and are capable of doing many of the same things.
B. Instructor will take out Lotto game and use pictures for discussion.
   1. Pictures show males and females playing together in a variety of activities.
   2. Pictures show males and females performing in non-traditional roles.
   3. Pictures will promote discussion and help prepare for understanding of the art project which the students will be doing later.
C. Instructor will discuss with students the pictures on the Lotto cards and ask students whether they ever engage in any of the activities they have just seen.
   1. This will encourage the students to take a look at their own behavior and begin to see how sex biases affect their own lives.
D. Instructor will read a book to the students which portrays a woman/mother as the star pitcher of a baseball team.
   Maxine Kahn, Mother is a Pitcher (Monmouth, Oregon: Women's Printshop, 1974).

OBJECTIVE 2: Students will be shown how both sexes can play and work together in passive and active roles, and be encouraged to accept the idea that all people can do many different kinds of things.

A. Instructor will introduce art project.
   1. The art project consists of three signs: "BOYS", "GIRLS", "BOTH". The signs are made of tagboard and contain pictures of the appropriate sex under each heading, catering to non-reading kindergarten students.
   2. Instructor reminds students of all the ideas brought about in the previous discussion and of the pictures that they've just seen in both the story about the woman pitcher and on the Lotto cards.
   3. Instructor produces pictures cut from magazines and catalogs.
      a) Pictures include males and females playing and working in both stereotyped and non-stereotyped roles.
      b) Pictures also include different kinds of toys, household cleaning supplies and appliances, musical instruments, and tools.

B. Instructor chooses a picture and puts glue on the back. A student is then asked to take the picture and place it on the sign under the appropriate heading.
   1. This will force the student to decide: Is it something only a a boy would do? Only a girl? Both?
   2. Students soon realize that the "BOTH" sign is filling up faster than either of the other two signs, which only means one thing--that there are many things that males and females are both capable of doing, despite what they may have heard or been told.

C. Instructor will prompt discussion about the possibilities which this new idea brings about for the students.
   1. Pointing out why certain pictures were placed where they were and what this means helps students to think about the project and how it can affect their own lives. Even small students quickly become excited about these new possibilites and begin to point out other areas of their lives where sex stereotypes exist.

**Instructors Note: Due to time limitations, it was easier to have the pictures already cut out. But another way of doing the project would be to have the students find their own pictures in magazines and cut them out by themselves.

OBJECTIVE 3: Students will explore the many opportunities that are available for both males and females, and learn ways to experiment with these new ideas, so as to overcome notions of traditional roles and social limitations which they will encounter as they grow into adulthood.

A. Instructor either tells or reads a story about a boy who goes to school and plays with other boys and girls. The book describes many different kinds of games which children can play together, emphasizing non-traditional roles and emotional needs.

   Sandra Lucas Surowiecki, Joshua's Day (Chapel Hill,N. Carolina: Lollipop Power Inc., 1972).

   1. Students will observe the games played together by both sexes, and how Joshua cried when he was sad. This will promote further discussion and enforce the ideas that they have previously discovered about the many opportunities available to them when sex stereotyping does not exist to force limitations upon them.

B. Instructor will move the class outdoors to play a game together.

1. The game is called "Snake-in-the-Grass" and is a form of "tag".
    a)The starter snake lies down on the ground on his stomach.
    b)When the Referee shouts "Snake-in-the Grass" everybody runs staying within the bounds of the snake area.
    c) The snake moves on his belly trying to tag as many as he can. Those touched become snakes too.
2. Soon the atmosphere is full of hissing, giggling students. The last person caught is the starter snake for the next game.
    a) The game promotes an activity for students to enjoy together on an equal level, it also gets rid of the pent up energy acquired during the previous 45 minute discussion and project.

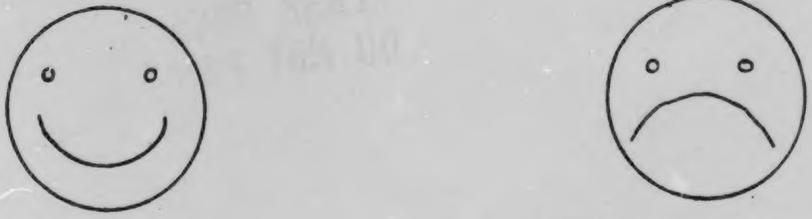
**Instructors Note: This game can be played during the 30 minute extension which was allowed for at the beginning.

B. The students will be brought indoors for a short evaluation time.
1. Instructor will hand out a form which shows smiley and frown faces (see attachment)
2. Students will be asked:
    a) Did you like what we did today?
    b) Did you learn something new about boys and girls today?
3. To question a they will answer "yes" by drawing a clown hat over the smiley face, or "no" by a hat on the frowney face. To question b they will answer yes or no by drawing hair on the appropriate face.

**Instructors Note:If time allows, another way of doing this would be to have the students answer into a tape recorder. Small students are fascinated by hearing their own voices played back to them.

***** Kindergartners are quick learners and sharp to ask and answer questions. They are already affected by the stereotypes in their lives and are intrigued by the fact that they can discover things in there every day lives which relate to the discussions,activities and projects which this unit provided for them.

A.



B.

SOURCES

The New Games Foundation, The New Games Book (Garden City, N.Y.: Headlands Press Book, 1976).

Milton Bradley Company under Berne and Universal Copyright Conventions: Play Scenes Lotto-1975

*** These materials and many others are available at the Womens Studies Department at the University of Colorado Boulder.

***Instructor's Note Attachment

CHECKLIST FOR NON SEX ROLE STEREOTYPED PRESCHOOL OR KINDERGARTEN

1. Classroom has both male and female teachers.

2. Both teachers share jobs equally (i. e., male does not teach while female serves juice and cookies .)

3. Teachers greet boys and girls equally (i.e., teacher does not shake hands with boys while telling girls "how pretty you look").

4. Block area accessories include doll furniture as well as trucks, animals, etc.

5. Play activities are not separated by sex in the classroom.

6. Dress-up area includes hard hats, police badges, and firefighters hats as well as dresses and scarves.

7. Boys and girls are encouraged to use housekeeping and/or dress-up area.

8. Girls and boys are encouraged to use climbing equipment — both are encouraged to be active.

9. A selection on non-sexist books and records are available.

10. Musical instruments are not sex-typed in usage (i.e., girls play the bells while boys get the drums).

11. All children use carpentry equipment equally.

12. Teacher-made equipment, such as lotto games and puzzles, are not role stereotyped.

13. Pictures on walls are interracial and depict women and men in non-stereotypic roles.

14. Art materials are used equally by both boys and girls.

15. All children are allowed to get messy.

16. Teachers approach all noise, fights, emotional outbursts of anger or crying the same, regardless of sex involved.

17. Teachers value and encourage independent and assertive behavior from both boys and girls.

18. Community Helper figures are interracial and show both males and females in non-stereotyped jobs.

Nonsexist Jobs, Roles and Activities

Where Does Math Fit In?

Prepared for Beth Howard
Foothills Elementary

By Lorraine Gray and Becky Miller

Foothill Elementary School
4th grade
Beth Howard
April, 1982

Non-Sexist Mathematical Problems
Instructors: Lorraine Gray, Becky Miller
Discipline: Mathematics
Grade Level: 4th grade

Format: Lecture/discussion/exercises
Time Frame: 1 hour
Supplementary materials: two story problem hand-outs

GOAL: To change the children's ideas about what appropriate roles are for girls and boys by presenting story problems in which both sexes are presented in non-traditional, non-stereotypic roles.

OBJECTIVES FOR THIS UNIT: Students will

1. Be able to associate either sex with more kinds of jobs, roles or activities.
2. Further develop their mathematical skills.

OBJECTIVE 1: Be able to associate either sex with more kinds of jobs, roles or activities.

A. Explain who are the instructors and why they are in the classroom.

   The instructors' purpose on this project stemmed from their participation in a University of Colorado women studies class concerned with promoting non-sexist curriculums in the local school system.

B. Split up class by level of mathematical ability.

   The reason behind splitting the class into two groups, group one having an average understanding of math and group two having a special talent in the mathematical field, was based on the request of the particular classroom teacher for whom this project was designed. In this project, the groups happened to be equally represented by both sexes. However, where a classroom is divided, it is possible that one sex may be unequally represented in a group. Should this occur, there is a strong possibility that stereotyped images would be reinforced. This possibility is something to consider when using this project as a model for future classroom projects.

C. Conduct separate classroom discussions on the separate hand-outs.

a. hand-outs

  i. For group 1: hand-out consisting of one step, mathematical story problems for the children who have an average understanding of mathematics.

  ii. For group 2: hand-out consisting of two step, mathematical story problems for the children who are gifted in the field of mathematics.

b. discussion

  i. Choose individual to read problem aloud.

  ii. Ask for individual(s) to work out their own solution(s) on the board.

  iii. Class will reach an agreement on the answer to the problem.

D. Classroom discussion of children's observations on the differences between presented story problems and story problems within the classroom textbook. Some suggestions the children might have are:

a. The level of work in the presented problems is harder than the level of work within the textbook - Take a moment to discuss how the levels were different, but redirect their attention to the structure of the problems themselves.

b, The presented story problems included local identifiers such as the town's name (Boulder) to make the problems more relevant to the class - Discuss why the local identifiers made the class more receptive to the presented story problems, then ask about the specific roles of the children in the presented problems.

c. Girls were doing things boys usually do - Discuss stereotyped behavior vs. non-stereotyped behavior and how the textbook related to stereotyped problems vs. the presented problems as related to non-stereotyped behavior.

E. Closing comments with class.

Thank the class for their comments and discuss what the instructors would present to them in the next week's project on non-sexist curriculum.

F. After-class critique of lesson with teacher.

OBJECTIVE 2: Further develop their mathematical skills.

Teacher evaluation of short-term significance of presented lesson on student's skills.

Bibliography

Labinowicz, Ed. The Piaget Primer. Menlo Park, CA: Addison-Wesley Publishing Company, 1980.

Perl, Teri. Math Equals. Menlo Park, CA: Addison-Wesley Publishing Company, 1978.

Weitzman, Lenore, and Diane Rizzo. Images of Males and Females in Elementary School Textbooks. Washington, D.C.: National Education Association, 1975.

1. Rosita wants to fly her new airplane down to her aunt's house in Alamosa. After she spends the weekend visiting, she will have to fly back to Boulder Sunday in time for school Monday. It is 529 miles from Boulder to Alamosa. How far will Rosita fly this weekend?

2. Marcella and Roberto are giving a party at their house. After they clean up the back yard, they begin to make mini-pizzas for the party. Henry begins with 165 pizzas, but he burns 26 of them. Marcella begins with 177 pizzas, but she burns 38 of them. How many edible pizzas did Henry make? How many edible pizzas did Marcella make? How many in all?

3. Mark needs to buy some food for the family. His mother gives him 4 rolls of quarters at $10 each and 6 rolls of dimes at $5 each. How much money will Mark be able to spend on groceries?

4. Joann wants to know the yardage actually gained by her team in last week's football game. In the first quarter, the team ran 623 yards. In the second quarter, they ran 420 yards. How many yards did the team gain in the first half? In the third quarter, the team ran 25 yards. In the final quarter, they ran 6 yards. How many yards did they gain in the second half? How many total?

5. Mick had $45.00 in his savings. Michelle had $47.00 in her savings. When they went to the arcade together, they each spent $8.25. On the way home, they stopped for drinks. Mick got a medium drink that cost $.60. Michelle got a large drink that cost $.75. How much money did Mick have left? How much money did Michelle have left?

6. Sheralyn worked for her father Monday through Friday for 2 hours in the afternoon. On Saturdays she worked for 7 hours. She worked for 5 weeks. How many hours did she work?

7) Lance had 28 pots to sell. He had 4 customers. Each wanted to own as many pots as they could. Lance wanted to be fair to all of them, so he decided to give them all an equal number of pots. How many pots did each person get?

8. Joyce collects aluminum cans for money. She collected 8 bags of cans each week for 7 weeks. Then her sister started collecting with her. For 6 weeks they collected only 6 bags each week. How many bags were collected in all?

MATH PROBLEMS FOR 4th GRADE - (2 STEP)

) Linda owns a motorcycle shop in Table Mesa. She bought 350 tires today and wants to sell half of them now and keep half to sell later. How many tires can she sell now? Altogether, how many sets of 2 tires does Linda have?

2) Tom baked 10 brownies this morning and he wants to divide them equally between 5 of his friends, how many brownies will each friend get? What if only 2 of his friends want brownies? How could Tom divide the 10 brownies equally between his 2 friends?

) Nancy drives a delivery truck for King Soopers. She has 150 crates of oranges to deliver to the King Soopers stores in Boulder. If Nancy delivers 75 crates to one store and 50 to the other will she have any crates left? If so, how many?

, Bill is babysitting his little sister and brother. His father said he could give them carrot and celery sticks for a snack. If Bill has 10 carrot sticks how many will his sister and brother each receive? There are 12 celery sticks, how many of those will each of them get?

) Lisa has a coin collection with 50 coins altogether. and she wants to arrange the coins in 5 rows, how many coins will be in each row? If Lisa only has 40 coins but she still wants to divide them in 5 rows how many coins would be in each of these rows?

) Jose wants to buy a set of water color paints which costs 95 cents and 2 brushes which cost 40 cents each, how much money will Jose spend? What if Jose decides he only wants to buy one brush and the paints, how much money will he spend then?

) Robin and Phil are working on a science project together. They have 24 seedlings and they need to divide them into 3 groups, how many seedlings will be in each group. If have the seedlings in each group die how many will be left over?

Nontraditional Career Opportunities

Prepared for Jean Barr
Louisville Elementary

By Lori Monkarsh

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box 325
Boulder, Colorado 80309

Fall 1982

Instructor: Lori Monkarsh
Discipline: Career Opportunities
Grade level: Special Education
School: Louisville Elementary

Format: Exercises/discussion/ visual aides
Time Frame: 3 half hour sessions
Supplementary Materials: Annotated Film Lists, Booklist, Workshee

GOAL: The first purpose of this unit is to illustrate the many opportunities children have to explore as they grow up, and that these activities, jobs, and hobbies are equally open to boys and girls. The second purpose of this unit is to make students aware of the many career opportunities they may consider as they grow into adulthood. The methods used in this unit are designed to give the students the opportunity to discuss what they feel they would like to experience as they grow up, and what careers they might want to consider as adults. Through exercises and games students will be encouraged to keep open minds instead of socialized limitations.[1]

OBJECTIVES FOR THIS UNIT: Students will

1. Be encouraged to make choices in what they would like to do, not what they think they should or should not do.
2. Be encouraged to believe there are many career choices for them to to consider as they grow into adulthood.
3. Be encouraged to learn that traditional roles should not be restrictive; to illustrate traditional female jobs males can do, and traditional male jobs females can do.

OBJECTIVE 1: Students will be encouraged to make choices in what they would like to do, not what they think they should or should not do.

A. Pass out BINGO cards and markers (beans) to students.[2] *
   * Instructor's note: I adapted the BINGO game from Connections: Women and Work and Skills For Good Jobs, A Program For Middle School Students. The BINGO game I made may be found at the University of Colorado, Boulder- Women Studies Department.
B. Instructor will explain the game to the students
   1. That there are five columns and the instructor will read the name of each column: Paperperson, Dancer, Ballplayer, Babysitter, and Baking.
   2. That there is a " Free " space, and there is a different number in each of the twenty-four other boxes.
   3. That the instructor will pick a number from the bag and call it out. The instructor will also pick an activity from the bag and call it out.
      a. Variation: While walking around the room, the instructor will pick numbers and columns off the students' cards to call out. Many special education students cannot read nor catch on quickly to new concepts. This variation helps the game move faster and enables each student the opportunity to put a marker down on the card. (Teacher aides are helpful with this game.) The instructor and teacher aides should walk around the room to help students read the words. Therefore, this Bingo game may be used with many different grade and educational levels within Elementary Schools because of the adaptability of the game.
   4. The instructor will explain that the first person who gets five

        in a row - down, across, diagnol - wins
    5. That the instructor makes sure all students understand the game and words
    6. The student who wins receives a small prize, i.e. sticker, pen*
        * Instructor's note: I found that with my special education students, 3A worked best. The game, although a little too difficult for students to play without help, became a learning experience. Not only did they learn about different activities, but also they learned to read new words.

C. Discuss the activities on the BINGO board
    1. Ask students if they have done any of these activities
    2. Ask students what other activities, chores, and hobbies they do
        a. Activities, such as different sports, dolls, games, trains, etc.
        b. Chores, such as taking out the trash, doing dishes, feeding pets, cleaning rooms, etc.
        c. Hobbies, such as collecting stamps, building model cars or airplanes, collecting rare dolls, etc.
    3. Ask students what other things they would like to do
    4. Emphasize non-sexist thoughts when discussing the chores, games, activities, and hobbies

D. Instructor will read a picture story book to children*
    * Instructor's note: There is a book list attached. I read Max, about a boy who loves baseball, tries ballet lessons and ends up lovir and doing both; ballet and baseball.[3]

E. Discuss the book
    1. Ask students comprehensive questions
        a. Who were the characters?
        b. What did they do in the story?
    2. What did students feel about the story?

OBJECTIVE 2: Students will be encouraged to believe there are many career choices for them to consider as they grow into adulthood

A. Pass out "World of Work" worksheets*
    * Instructor's note: A copy of the work-sheet is attached for primary grades. A copy for middle grades is also attached. The work sheet for primary grades, for example, has an illustration of a profession and the word printed over it, i.e. picture of a typewriter, secretary. Under this there are the words: men, women, both. The students circle the word in which s/he feels should perform the job. The student then dra an 'X' over the picture of the professions s/he might like to do.
    1. Instructor will explain the worksheet to the students
    2. Instructor may have to read the occupations out loud so each child understands.
        a. Instructor and teacher aides may have to help students individually

B. Instructor will ask students to say what their answers are and use the answers as a basis for discussion
    1. For example: Why can a man be able to be a doctor and a woman can't?
    2. Back up assumptions with own examples and with students experiences, i.e. adults in their own environment*
    * Instructor's note: General observation of student's answers were:

the majority of the students agreed that men should be carpenters and auto machanics, not women or both; quite a few felt that men should be doctors and veterinarians; quite a few felt that women should be secretaries and ones that wait on tables; the majority of the other occupations were that both sexes are able to perform. During the discussion we had, I brought in my own experiences of doing non-traditional jobs and just talking about their parents jobs reinforced that all people can do many different kinds of work. Reality overcame the socialized assumptions the students had.

OBJECTIVE 3: Students should be encouraged to learn that traditional roles should not be restrictive; to illustrate traditional female jobs males can do, and traditional male jobs females can do.

A. Instructor shows film The Fable of He and She*
  * Instructor's note: "Summary: On an island live two kinds of creatures, the 'hardybars,' who hunt and build, and the 'mushamels,' who cook and take care of the children. When the island is split in two by a storm everyone has to learn to do everything. When the 'hardybars' and 'mushamels' are reunited they share their newly acquired skills in a spirit of cooperation." Annotated Film lists are also attached.

B. Ask comprehensive questions to students.
  1. What did the mushamels do before the storm? After the storm? During the second celebration?
  2. What did the hardybars do before the storm? After the storm? During the second celebration?

C. Discuss jobs in the home
  1. Is it better or worse for everyone in the family to share all chores? Why? Why not?
  2. What occurs in students own families?
  3. How would students devide up chores in their own family?

C. Variation (requires about 30-60 minutes): Role play film.
  1. Instructor splits class into two groups - 'hardybars' and 'mushamels.'
  2. Students act out before the storm
  3. Students act out the first celebration
  4. Students act out after the storm
  5. Students act out the second celebration
  6. Discussion same as B1, 2, and 3

D. Instructor has students fill out evaluation forms.*
  * Instructor's note: Evaluation forms can be obtained from the University of Colorado, Boulder, Women Studies Department. A copy is also attached. The general results from the students' papers were: that many of the students felt extremely positive about the units; several felt positive; and a few were pretty negative. The interesting point here is that it was the boys who felt negatively and not the girls.
  1. Instructor and teacher aides walk around classroom to read and explain questions to students.

Footnotes

[1] Myra pollack Sadker and David Miller Sadker, Sex Equity Handbook for Schools,(New York,NY: Longman Inc., 1982).

[2] The Boston YMCA, Boston, MA Women's Educational Equity Act Program, Connections: Women and Work and Skills for Good Jobs, A Program for Middle School Students, (Newton, MA, 1981), pp. 27-28.

[3] Rachel Isadora, Max, (New York, NY: Macmillan Publishing Co., Inc.), 1976.

[4] "The World of Work," worksheet, copy attached.

[5] The Fable of He and She, Eliot Noyes, Jr., 1974,(11 minutes).

[6] Sex Equity Handbook for Schools, 1982, p. 147.

[7] Public School Reaction Form: Wm St 304, University of Colorado Women Studies Program,1982, Form B.

February 1982

Form B

PUBLIC SCHOOL STUDENT REACTION FORM: WMST 304

UNIVERSITY OF COLORADO WOMEN STUDIES PROGRAM

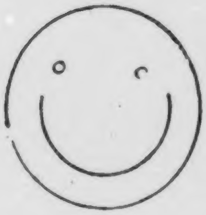
NOTE: For young students, read instructions as you go and explain each question. Discussion after each question to get students to explain their answers, is optional.

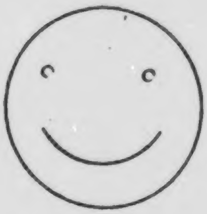
PLEASE HELP US LEARN WHAT YOU GOT FROM TODAY'S TALK.

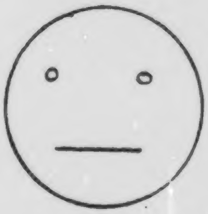
1. Did you like today's talk? (circle number)

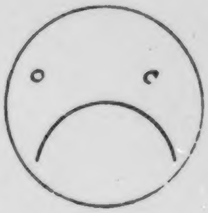
4	3	2	1
yes, a lot	yes, some	yes, a little	no

2. How did the talk make you feel? (Add a hat to the one that is like you.)









3. Did you learn many new things? (circle number)

4	3	2	1
yes, a lot	yes, some	yes, a little	no

4. Was the teacher a good speaker? (circle number)

4	3	2	1
yes, very good	yes, good	yes, okay	no

5. What did you like best about the talk? (Write or have each student speak into a tape recorder.)

ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY by Judith Viorst.

ALL THE KING'S HORSES by Michael Foreman. The big, dark girl [illegible]. [illegible] princess role. Wrestles w/ boys eventually outwrestles all the [illegible] stumbling

BENJAMIN AND TULIP by Rosemary Wells.

BEST FRIENDS FOR FRANCES by Russell Hoban. young children

BRAVE JANET REACHFAR by Jane Duncan. - strong grandma - good adult figure

BREAKFAST WITH MY FATHER by Ron Roy. family splitting up; boy feels

CLYDE/MONSTER by Robert L. Crowe. - fearful monster afraid of people.

CURIOUS MAGIC by Elisabeth Beresford. girl equal partner in the quest.

DELIKON by H. M. Hoover. sci-fi female character move story, upper elem & junior high

DEVIL'S STORYBOOK by Natalie Babbitt. [illegible] of [illegible] the devil

DO NOT OPEN by Brinton Turkle. - [illegible] finds bottle on beach, opens & monster emerges & unafraid of the monster

DOGGER by Shirley Hughes. boy attached to stuffed animal; girl solves the problem

DOUG MEETS THE NUTCRACKER by William Hooks. upper elem - goes to Nutcracker at Xmas & takes up ballet

DRAGON TAKES A WIFE by Walter Dean Myers. funny to read aloud to adults & senior highs - dragon can't marry until he defeats a knight

EASTER EGG ARTISTS by Adrienne Adams. male as artist

FATHER'S ARCANE DAUGHTER by E. L. Konigsburg. kidnapped daughter

GILBERTO AND THE WIND by Marie Hall Ets.

HAVE YOU SEEN WILHELMINA KRUMPF? by Judith Chasek. Not a housewife [illegible] takes up motorcycle riding

HELGA'S DOWRY by Tomie de Paola. troll maiden earns her dowry.

HIGHEST BALLOON ON THE COMMON by Carol Carrick. boy child separated & lost from his parents

I'M DEBORAH SAMPSON by Patricia Clapp. biography

I'M NOT MOVING by Penelope Jones. - little girl doesn't want to move.

IRA SLEEPS OVER by Bernard Waber. little boy can't give up his teddy bear in a sleep over

IZZARD by Lonzo Anderson. - boy hatches a lizard in his pocket; lizard thinks it's his mother

JUMP, FROG, JUMP! by Robert Kalan.

JUST AWFUL by Alma Marshak Whitney. - little boy cuts finger

JUST SOME WEEDS FROM THE WILDERNESS by Patricia Beatty. Lydia Pinkham patent medicine

KEVIN'S GRANDMA by Barbara Williams. - two boys talk about their grand & all they do - an outrageous imaginary book, good elderly [illegible]

LIZA LOU AND THE YELLER BELLY SWAMP by Mercer Mayer. girl is trickster, saves house

DELIKON by H. M. Hoover. sci-fi female characters move story, upper elem & junior high

DEVIL'S STORYBOOK by Natalie Babbitt. series of stories [illegible] the devil

DO NOT OPEN by Brinton Turkle. ♀ finds bottle on beach, opens & monster emerges ♀ unafraid of the monster

DOGGER by Shirley Hughes. boy attached to stuffed animal; girl solves the problem

DOUG MEETS THE NUTCRACKER by William Hooks. upper elem - goes to Nutcracker, Xmas & takes up ballet

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FATHER'S ARCANE DAUGHTER by E. L. Konigsburg. kidnapped daughter

GILBERTO AND THE WIND by Marie Hall Ets.

HAVE YOU SEEN WILHELMINA KRUMPF? by Judith Chasek. Dutch housewife [illegible] takes up motorcycle riding

HELGA'S DOWRY by Tomie de Paola. troll maiden earns her dowry

HIGHEST BALLOON ON THE COMMON by Carol Carrick. boy child separated & lost from his parents

I'M DEBORAH SAMPSON by Patricia Clapp. biography

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JUST SOME WEEDS FROM THE WILDERNESS by Patricia Beatty. Lydia Pinkham patent medicine

KEVIN'S GRANDMA by Barbara Williams. two boys talk about their grand & all they do - an outrageous imagery book, good elderly ♀ ma[illegible]

LIZA LOU AND THE YELLER BELLY SWAMP by Mercer Mayer. girl is trickster, saves house from monsters by her wits

3rd grade MARIA'S CAVE by William H. Hooks. biography of Maria early paleontologist, cave drawing in Spain

MAX by Rachel Isadora. ballet dancer boy

MISS NELSON IS MISSING by Harry Allard and James Marshall. teacher disguises herself as a different person to control her class

MOMMY, BUY ME A CHINA DOLL by Harve and Margot Zemach. little girl wants something girl doesn't get what she wants

MY DOCTOR by Harlow Rockwell. Dr. as ♀ in illustration

Jr. high NIGHTBIRDS ON NANTUCKET by Joan Aiken. strong picaresque hero (♀)

NO-RETURN TRAIL by Sonia Levitin. history fiction of ♀ going to west coast based on her diaries

OF LOVE AND DEATH AND OTHER JOURNEYS by Isabelle Holland. girl's mother is dying + she is sent to her little known father.

OLIVER BUTTON IS A SISSY by Tomie de Paola. – Boy wants to dance & sing [illegible] ways to change.

OTHER WAY TO LISTEN by Byrd Baylor. new ways for looking at life

OUT OF STEP WITH THE DANCERS by Elizabeth Howard. ♀ caught in religious communities, not satisfied with the roles

PHOEBE'S REVOLT by Natalie Babbitt. all in rhyme – girl wants [illegible]

REGARDS TO THE MAN IN THE MOON by Ezra Jack Keats. power of imagination – [illegible] treated equally

RINEHART LIFTS by R. R. Knudson.

STOLEN LAKE by Joan Aiken.

THAT'S ONE ORNERY ORPHAN by Patricia Beatty.

THIS IS ESPIE SANCHEZ by Terry Dunnahoo. girl wants to be a police officer.

TIGERS IN THE CELLAR by Carol Fenner. little girl & mother thoughts about tigers in the cellar.

4 + up TURBULENT TERM OF TYKE TILER by Gene Kemp. falls off roof, etc. Tyke = [illegible] girl

UP AND UP by Shirley Hughes. flying fantasy ~~totally~~ a picture book.

career id. WHAT CAN SHE BE? A LEGISLATOR by Gloria and Esther Goldreich. series of photos on real ♀ in nontraditional jobs

WILLIAM'S DOLL by Charlotte Zolotow.

WISHING HAT by Annegert Fuchshuber. man who wishes for things that are mundane because that's what's important

WIZARD IN THE TREE by Lloyd Alexander. picaresque ♀ hero.

ZANBOOMER by R. R. Knudson. girl baseball, distance runner, all sport competitor.

GEORGE THE BABYSITTER. Shirley Hughes

George reads & plays w/ children, but he's no model babysitter.

BEST COPY AVAILABLE

ANNOTATED FILM LIST   December 14, 1981

TITLE IX/SEX EQUITY PROGRAM, COLORADO DEPT. OF EDUCATION

AMERICAN WOMEN: PORTRAITS OF COURAGE; Copyright 1976; 16mm Color Film, 2 Reels Total time: 53 minutes; Price $695-6/81 Narrator: Patricia Neal; Recommended for High School, Adult US History, Women's Studies, Sociology; Written by: Gaby Monetand and Anne Grant; McGraw Hill/CRM Films, 110-15th. Street, Del Mar, California 92014.
Cast of Characters: Sybil Luddington-Katherine Glass, Debra Sampson-Kate Mulgrew, Abigail Adams-Joanna Miles, Elizabeth Stanton-Celeste Holm, Susan B. Anthony-Lois Nettleton, Harriet Tubman-Melba Moore, Sojourner Truth-Claudia McNeil, Belva Lockwood-Joan Hackett

This film poses the question: Do women have a history?...and it answers it with an affirmative survey of outstanding American women and their contributions to the American experience. The film shows women who fought in the Revolution, suffragists, groundbreakers in the professions, social workers, labor organizers, and civil rights workers. A chronological series of dramatizations reveals the courage it took for many women to defy repressive laws: Susan B. Anthony by voting, Harriet Tubman by leading slaves to freedom, and Mary Harris Jones by Protesting inhuman labor conditions. These and other biographical portraits show us women who add a rich dimension to an already diverse American past.

AMERICAN WOMEN SEARCH FOR EQUALITY; Copyright 1973; Not available for purchase; Color filmstrip and cassette; 18 minutes; Writer: Milan B. Skacel; Recommended for High School, Adult; Current Affairs, 24 Danbury Road, Wilton, Connecticut 06897.

The filmstrip traces the quest of the American women for equality, examines the methods and objectives of the new feminism by focusing on activist groups such as the Women's Liberation Movement, assesses the impact of new legislation of women's rights and responsibilities, and delves into the reasons why there is no consensus on what is a liberated woman.

AN EQUAL CHANCE THROUGH TITLE IX; Copyright 1977; $325-9/30; 16mm Color film; 22 minutes; Writer: Based on Title IX in Physical Education and Sports by Marjorie Blaufarb; Recommended for P.E. teachers/coaches; NEA Sound Studies, 1201-16th. Street, N.W., Washington, D.C. 20036.

This film depicts the improvements in sports, P.E. and athletic programs in California after the implementation of the Title IX regulations covering P.E. and athletics.

Bill of Rights in Action (The); Copyright 1974; $295-9/80; 16mm Color film; 22 minutes; Recommended for Elementary, Junior and Senior High, Adult; BFA Educational Media, 2211 Michigan Avenue, Santa Monica, California 90406; Writer: Group effort.

In this film a black factory worker has been promoted over a white even though the white has seniority with the company. The personnel director states that when two or more people of equal qualifications present themselves for advancement into supervisory positions, it will be the policy of his company to advance the person of minority background in order to take positive steps to undo, if possible, two-hundred years of discrimination. The white worker protests, saying that, in fact, he is the one who is being discriminated against. The viewers are asked to decide the issue.

CHANGING VALUES IN AMERICA; Copyright 1975; $89-6/81; 4 filmstrips/cassettes; color;
Changing Place of Religion, 13 minutes, 13 seconds
Changing Role of Women, 11 minutes, 47 seconds
Changing the American Family, 9 minutes
Changing of Faith in Technology, 10 minutes, 22 seconds
Prepared by Elsie Ann Barnard; Recommended for High School and adult; Learning Corporation of America, 1350 Avenue of the Americas, New York, New York 10019.

Changing Place of Religion: The Puritans did not come here to create a land of religious tolerance but to practice their own beliefs. For them, church and state were one. There were many men and women persecuted for their disagreement with this view. During the Revolutionary war, religious freedom was fought for and resulted in America becoming an attractive haven for people of different religious faiths from all over the world.

Changing American Family: How and why has the structure and roles within the American Family changed? This filmstrip traces the changes in the American family from Colonial times through the frontier era and the Industrial Age, to the 20th Century. It opens with a look at a family Thanksgiving gathering--a symbol of the extended family. A fragmented puzzle symbolized the deterioration of this traditional family. At the conclusion of the filmstrip, the puzzle takes on more definition, showing that emotional ties and habits remain strong.

Changing Role of Women: A nursery of babies wrapped in pink and blue blankets--a series of boy toys and girl toys all symbolic, from the onset of life, of traditional sex typing. Yet the roles of men and women in our society are changing--often dramatically and rapidly. This filmstrip explores how these changes have come about and questions why American women, perhaps the freest in the world--insist so strongly on these changes.

Changing Faith in Technology: Americans are in love with technology. Why is this so and will it continue? Opening with visuals of sophisticated 20th century technological equipment and then juxtaposing them to scenes of America's earlier, simpler days, this filmstrip begins its examination of this country's fascination with technology. This fascination created a corresponding national faith that technology could solve most of society's problems. This filmstrip explores how we developed such conviction in technology's power, how this conviction influenced our future attitudes toward technology.

CINDERELLA IS DEAD; Copyright 1973; $20-6/81; Color filmstrip and cassette; 11 minutes; Written by Ann K. Kurzuis and Jane Power; Recommended for Junior and Senior High, adults; National Education Association, Academic Building, Saw Mill Road, West Haven, Connecticut 06516.

This filmstrip concerns the differences of today's modern society such as kinds of occupations which need more people, who benefits from stereotypes about men's and women's work, examples of media portrayals of working mothers, what kind of jobs have women traditionally held, what are the anatomical and physiological differences between men and women, how are children of working mothers cared for, and what are some effects of TV on business and industry, and school counseling programs.

DIFFERENT FOLKS; Copyright 1975; $220-10/81; 16mm color film, 15 minutes; Developed by a consortium of 46 agencies in the U.S. and Canada; Recommended for 11-13 year olds; Agency for Instructional TV, 1111 West 17th. Street, Bloomington, Indiana 47401.

Glenda Barnum is a veterinarian who produces most of her family income, while Wally, her husband, is an illustrator of children's books who works at home and does most of the housework. The children, Judy and Matt, are assigned household tasks. The arrangement has worked smoothly until recently. Matt is beginning to feel uneasy as he compares his family to those of his friends. When his friends tease him about his dad's alleged femininity, Matt becomes angry and confronts Wally about being a "housewife". Then he rides off on Wally's motorcycle to prove his own (and his dad's) masculinity. When Wally and Glenda finally find Matt with his friends, all the boys learn that apparent sex roles can be deceiving.

EEO: IT'S YOUR JOB; Copyright 1980; $750-2/81; Color slide (57) and simulation game; Writer: EEO Management Training Program; Recommended for Managers and Supervisors; Motorola, Inc., 1303 East Algonquin Road, 8th. Floor, Schaumburg, Illinois 60196.

The basic objectives of this training program are to increase managers' awareness of the company's employee relations philosophy, civil rights legislation, the EEOC's and OFCCP's relationship with the organization, the responsibilities as part of the management team. This slide presentation explains the legal rights and aspects of equal employment opportunity regarding employer-employee relationships.

☆ FABLE OF HE AND SHE (THE); Copyright 1974, $225-5/81; 16mm color cartoon, 11 minutes; Writer: Eliot Nayes, Jr.; Learning Corporation of America, 1350 Avenue of the Americas, New York, New York 10019; Recommended for Elementary.

This animated tale challenges stereotyped role expectations of what females "should do" and what males "should do". The hardybars and mushamels are assigned tasks on their island according to sex roles, but when the island splits apart, the groups are separated and they each learn to cope with new situations. When the island reversaquakes and brings the two groups back together, the hardybars and mushamels work out new ways of cooperation which allow each individual to do what best suits he or she.

FAMOUS WOMEN OF THE WEST; Copyright 1974: $25-6/81; Color filmstrip/cassette, 12 minutes, 40 seconds; Recommended for Junior and Senior High; Multi-Media Productions, Social Studies School Service, P.O. Box 802, Department 11, Culver City, California 90230.

Although the male trappers, explorers, cowboys, and law officers of the West are well-known, few people are aware of the women who helped build the country west of the Missouri. The program reviews the contributions fo many outstanding western women, including politicians, entertainers, teachers, and guides.

FREE TO BE YOU AND ME; Copyright 1974; $190-8/80; 16mm color film (3 reels); Friendship, 16 minutes; Expectations, 14 minutes; Independence, 17 minutes; Narrator is Marlo Thomas; Produced and Written by Marlo Thomas and Carole Hart; Recommended for Elementary and Junior High; Ms. Foundation, 370 Lexington Avenue, New York, New York 10017.

Friendship and Cooperation: This film is designed to investigate the two-way street of interpersonal relationships with friends and siblings and to get at the conflicts and rewards of love and sharing.

★ Expectations: This film is designed to examine life goals and social roles from the view of individual fulfillment, and not in terms of a traditional sex-role stereotyping.

Independence: The film is designed to foster self-reliance by developin the conviction that one's unique feelings and talents are gifts to be used and never hidden.

FREE TO BE YOU AND ME; Copyright 1975; $160-3/79; Friendships, 18 minutes; Expectations, 12 minutes; Independence, 17 minutes; Filmstrips/cassettes. All information same as above.

GROWING UP FEMALE; Copyright 1970; $470-6/81; 16mm Black and White film, 33 minutes; Writer is Julia Reichart and James Klein; Recommended for Upper Elementary, Junior and Senior High and Adult; New Day Film Library, P.O. Box 315; Franklin Lakes, New Jersey 07417.

This film depicts a girl about 13 who is on the verge of becoming a young lady. She is asked questions regarding what she feels are sex roles: What is expected of girls?, Why does she prefer jeans to dresses?, Does she like boys games rather than girls games?, What are her parents viewpoints about being a female and what do they expect from a girl? A 16 year old is asked what she feels about having a boyfriend, her views on what marriage is, what makes a good wife or how does she make her husband happy? The film talks about females used in advertising and how they are stereotyped in commercials. A 21 year old black female trying to raise a child on her own because her husband was in prison. What is it like for her? What problems did she face regarding learning independence and finding employment? A 21 year old white female in the workforce who feels that she is of age to do what she wants but what can she do with her life?

HAPPY TO BE ME; 1979 Copyright; $425-7/81; 16mm color film, 25 minutes; No specific writer; Recommended for K-12; Arthur Mokin Productions, Inc., 17 West 60th. Street, New York, New York 10023.

Documentary based on a survey of more than 600 K-12 students that provides an objective view of young people's attitudes toward male and female roles.

IDENTIFYING RACISM & SEXISM IN CHILDREN'S BOOKS; Copyright 1976; $35-9/80: Color filmstrips/cassettes; 15 minutes; No specific author; Recommended for teachers and administrators; Council on Interracial Books for Children, CIBC Resource Center, 1841 Broadway, Room 300, New York, New York 10023.

Sex role stereotyping and racism in well-known children's books, classics, elementary readers, fairy tales, and feminist books are analyzed in these filmstrips. The program includes some examples of unbiased materials.

IN THE SPIRIT OF TITLE IX; Copyright 1979; Not Available for purchase; 16mm color film, 33 minutes; Narrator is Martha Fair formerly of Colorado Department of Education; Recommended for Junior and Senior High and adult; Richter-McBride, 150 E. 52nd. Street, New York, New York 10022.

This film shows sex biases in schools. It depicts situations which are in violation of the Title IX regulations. Some High school girls who are participating in nontraditional classes are shown having a discussion session. They talk about the sex biases they have to face in the classroom from fellow students and teachers such as Marcia who wants to be an auto mechanic. This film explains how Title IX can help eliminate sex biases in education including P.E. and athletics.

INCREASING JOB OPTIONS FOR WOMEN; Copyright 1976; $13.50-2/80; Color slidetape/cassette (76 slides), 9 minutes, 45 seconds; Written by Judy Kaul; Recommended for High School and adult; National Audio-Visual Center, Order Section, General Services Administration, Washington, D.C. 20409.

Slidetape shows the variety of jobs open to women that were traditionally open to males. Slide presentation talks about apprenticeship opportunities for women who need to learn on-the-job skills.

JUDGE ME NOT MY SHELL; Copyright 1964; $32-1981; Color videotape, 15 minutes; Written by Martha Whalen Kent; Recommended for High School and adult; WEEAP, 55 Chapel Street, Newton, Massachusetts 92160.

Two narratives based on actual incidents are presented in the videotape. The first is based on an early attempt at school integration in Arkansas. A black girl attempts to enter a white school and is mobbed. The second, is a white family finding themselves in the minority. The family has moved to a Texas-Mexico border town. Most people are Mexican-American. The family recounts what it was like to be in the minority. The tape discusses the consequences involved, and also underscores the similarity of experiences in both situations.

KILLING US SOFTLY: ADVERTISING'S IMAGE OF WOMEN; Color 16mm film, 30 minutes; Copyright 1979; $550-5/81; Created by Jean Kilbourne; Recommended for Senior High and adult; Cambridge Documentary Films, Inc., P.O. Box 385, Cambridge, Massachusetts 02139.

This film utilizes ads from magazines, newspapers, album covers, and storefront windows to demonstrate the characteristics of the Madison Avenue women. The film shows how women are exploited by the media.

LA CHICANA; Copyright 1979; $370-5/81; 16mm color film, 33 minutes; Writer is Anna-Nieto Gomez; Narrator is Carmen Zapata; Recommended for Junior and Senior High and adults; InterAmerican Pictures, Ruiz Productions, P.O. Box 27788, Los Angeles, California 90027.

This film traces the early Hispanic culture to the pre-Colombian era. The film shows early pre-Colombian sculptures and artwork. It also goes back to the history prior to the Spaniards, the time of slavery by the Aztec Priests, and the time of their fight for freedom with the help of the Spaniards. This film depicts Sam Houston, one of our great pioneers, who stated that Mexicans were no better than Indians and we should take their lands. It traces the struggle and hardships of the Chicana women to win their freedom from slavery to independence and respect.

LABELS AND REINFORCEMENT OF SEX ROLE STEREOTYPING (THE); Copyright 1973; Not available for purchase; Color filmstrip/cassette, 18 minutes; Written by Ann K. Kurzius and Jane Power; Recommended for Junior and Senior High and adult; National Education Association, Academic Building, Saw Mill Road, West Haven, Connecticut 06516.

The Labels: Femininity and Masculinity: Concerns anatomical and physiological differences between sexes, how advertising is changing and reflect changes in sex roles, traits often associated with femininity and masculinity, how roles vary in different societies, stereotyping in textbooks or school classrooms.

LEGAL RESPONSIBILITIES: AFFIRMATIVE ACTION & EQUAL EMPLOYMENT; Copyright 1975; $13.75-2/80; Color slidetape (74) and cassette, 12 minutes; Written by Judy Kaul; Recommended for High School, adult; National Audio-Visual Center, Order Section, General Services Administration, Washington, D.C. 20409.

Concerns the legal rights with regards to equal opportunity employment. Discusses the difference of treatment with regard to sex, sometimes harmless or harmful. Discusses under-utilization of women in nontraditional jobs and what the law is doing to change that problem and also discusses the Equal Pay Act of 1963.

LEGAL RIGHTS OF WOMEN WORKERS; Copyright 1975; $12-2/80; 64 color slidetapes and cassette; 6 minutes, 5 seconds; Written by Judy Kaul; Recommended for High School and adult; National Audio-Visual Center, Order Section, General Services Administration, Washington, D.C. 20409.

Slides show women in various, nontraditional jobs. Discusses the changes in women's roles and working positions in today's society. Also discusses the salary differential between men and women, job training, and the right to a fair chance at a job you are qualified for.

MATH/SCIENCE CONNECTION (THE); Copyright 1978; $115-6/81; 16mm color, 18 minutes; (also Videotape, 18 minutes); Writer is Peter Abramowitsch, Psychologist; Recommended for Junior and Senior High and adult; Educational Development Center, WEEA, 39 Chapel Street, Newton, Massachusetts 02160.

Designed to encourage girls and young women to prepare for mathematics and science careers, this film depicts model programs for various age levels and shows women performing all teaching roles. In addition, the film describes some of the reasons and consequences for women's unequal participation in math/science related fields.

MEN WHO ARE WORKING WITH WOMEN IN MANAGEMENT: Copyright 1974; $400-11/81; 16mm color film, 28 minutes, 38 seconds; recommended for Senior High and adults; Martha Stuart Communications, 66 Bank Street, New York, NY 10014.

Film shows a discussion group of male executives at AT&T exploring the changes in their personal and corporate awareness brought about by their women colleagues. They discuss the differences in attitude reflected by language, the value of activism on the part of women and the advantages of intelligence and competitive instincts, and the awkwardness of changes in their own lifestyles at home and at work required by women's new status. There is information about how these men have coped with training, advancing, advising and criticizing women.

PREJUDICE: CAUSES, CONSEQUENCES, CURES; Copyright 1974; $395-9/80; 16mm color film, 24 minutes; Produced by Max Miller/Avanti Films; Narrator David Hartman; Recommended for Upper elementary, Junior and Senior High, adult; McGraw Hill/CRM Films, 110-15th. Street, Del Mar, California 92014.

News clips, historical photographs, and interviews are used to survey the causes and consequences of racial and sexual prejudices. Among the consequences examined are the legal and economic results of prejudice against women. The film also explores ways of counter-acting prejudice.

RISE OF ROLOG (THE); Copyright 1978; $32-1981; Color videotape, 15 minutes; Written by Kathy Spellman and Martha Whalen Kent; Recommended for Upper level students; WEEAP, 55 Chapel Street, Newton, Massachusetts 02160.

This tape shows situations in which students discuss person and task appraisals, what are they, who in the tape makes them, and on what basis does the person or persons make these judgments? How do person appraisals affect performance? How do task appraisals affect performance?

ROSIE THE RIVETER; Copyright 1980; $735-8/81; 16mm color and black & white film, 2 reels, 65 minutes; Written by the combined efforts of research groups; Produced by Connie Field; Clarity Educational Productions, Inc., 5915 Holles Street, Emeryville, California 94608.

This film is a documentary about women during World War II that went to work in the factories and industries while the men went off to to fight. The industries depended on the women laborers to keep the flow of manufactured products on the market to help the welfare and economy of our country. These women became welders, assembly workers, machine mechanics and operators and other skilled trades persons. After the war, the men wanted their jobs back and the women were expected to go back to their kitchens. This film depicts the problems and experiences of some of these women during the war period.

SANDRA, ZELLA, DEE AND CLAIRE; Copyright 1978; $120-11/80; 16mm color film, 19 minutes; Writer is Peter Abramowitsch, Psychologist; Recommended for Junior and Senior High and adult; Educational Development Center, 39 Chapel Street, Newton, Massachusetts 02160.

Four women working in the fields of astronomy, veterinary medicine, physics, and industrial engineering. Through interviews, these professional women address issues concerning both their private and professional lives and discuss information on the training needed to pursue a career in their occupational fields.

SEX EQUITY IN EDUCATIONAL LEADERSHIP; Copyright 1978; $45-3/79; Color slidetape (80) and cassette, 15 minutes; No specific author; Recommended for Managers and supervisors; WEEA, 39 Chapel Street, Newton, Massachusetts 02160.

Regarding inequity between men and women in management of public schools. Discusses how schools should set examples for the students in order to promote equity in the classrooms and that women are less represented in administrative positions even though they have taken great steps to become equals.

☆ SEX ROLE DEVELOPMENT; Copyright 1974; $305-12/78; 16mm color film, 23 minutes; Written by Barbara Jampel; Narrated by Peter Bentler, Psychologist, UCLA; Recommended for Elementary, Junior and Senior High and adult; McGraw Hill/CRM Films; 110-15th. Street, Del Mar, California 92014.

This film begins with a cartoon showing boys and girls in traditional sex roles. Film depicts a family with the parents teaching their 3 year old son Joshua, to share in household chores. Joshua is shown helping his parents cook a meal, cleaning off the table and putting dishes in the dishwasher. He observes the sharing of all home duties and learns that there are no separate roles of male and female.

SEXISM, STEREOTYPING AND HIDDEN VALUE; Copyright 1978; $425-6/81; 16mm color film, 20 minutes; Written by Nancy Reeves and Stephanie Waxman; Recommended for Teachers and administrators; Media Five, 3211 Cahuenga Blvd. West, Film Distributors, Hollywood, California 90068.

This film is designed to assist educators in identifying and dealing with sexism and other forms of stereotyping in their classrooms. Drawing upon their own experiences, educators skilled in this sensitive area explain the sources of hidden values in the school setting and offer suggestions for promoting equal opportunity in the classroom. Strategies for recognizing and avoiding hidden presumptions and biases in both materials and activities are described and demonstrated. Documentary scenes illustrate the comments of the authors.

SOCIAL HISTORY OF THE U.S.: WOMEN IN WORLD CULTURES; Copyright 1980; $159.50-6/81; Filmstrips/cassettes, color; Writers are Marjorie Wall Bingham and Susan Hill Gross; Recommended for Junior and Senior High and adult; Social Studies School Service, P.O. Box 802, Department 11, Culver City, California 90230.

Women in the USSR, 17 minutes; Women in the Middle East, 15 minutes; Women in China, 18½ minutes; Women in India, 14 minutes: This program is designed to provide detailed first hand information on the role of women in a variety of cultures and historical periods. Each filmstrip provides an overview and documentation of government reports, anthropologists' data, folklore, and art. It raises pertinent questions about the contributions of women in these diverse societies.

TAKE THIS WOMAN; Copyright 1979; $415-10/81; 16mm color film, 25 minutes; Writer is Barbara Searles; Recommended for Senior High and adult; Anti-Defamation League, 823 United Nations Plaza, New York, New York 10017.

This film depicts women wanting to have nontraditional careers such as medicine, administrators or supervisors. The film also shares the concerns of women trying to get into higher paying jobs that were traditionally male positions, and how they are discriminated against because of their sex. One woman passed over as head of a security agent program because she was female even though she passed an exam with top placement, another woman wanted to be the head station master at a railroad company but was told she couldn't because she had to lift heavy materials. a young woman is told she could not go to medical school because she was young and pretty and should be getting married and having babies. This film interviews each woman and each discuss their problems and what they did to remedy their situation.

TALE OF 'O" (THE); Copyright 1979; $425-9/80; Color slidetape (140), 27 minutes; written by Rosabeth Moss Kanter and Barry A. Stein; Recommended for Junior and Senior High and adult; Good Measure Productions, 6 Channing Place, Cambridge, Massachusetts 02138.

If you've ever felt different from the people around you for any reason (sex, race, age, size, job or technical specialty), you have been an "O" in a world of "X"s. A Tale of 'O' presents a strikingly perceptive picture of what happens to any kind of different or new person in the job and shows the best way to manage that situation--whether you're an "X" or an "O".

TITLE IX IN THE SCHOOLS; Copyright 1976; $24.95-12/79; Color filmstrip/cassette, 11 minutes; No specific author; Recommended for Upper Elementary, Junior and Senior High and adult; Claremont Educational Resources, P.O. Box 998, Claremont, California 91711.

Discusses the concerns of adopting the Title IX Amendments in the school districts. Allowing girls to take nontraditional courses, coed P.E./Athletics and allowing equal opportunity for both sexes.

TO SPEAK WITH FRIENDS; Copyright 1960; Not available for purchase; 16mm Black and white, 28 minutes; Written by Merrill McClatchey; Recommended for Junior and Senior High and adult; Educational Media Center, University of Colorado at Boulder, Boulder, Colorado 80302.

This film depicts school children learning to speak multi-cultural languages in the classroom by means of puppet shows, records, tapes and language laboratories for upper students. Materials are chosen by age group.

TURNING POINTS; Copyright 1979; $499-9/80; 16mm color film, 34½ minutes; Writers are Stefan Moore and Claude Beller; Recommended for Senior High and adult; Perspective Films, 369 West Erie Street, Chicago, Illinois 60610.

The motivations, aspirations, and anxieties surrounding a return to school provide the focus in this profile of three adult women who reach an occupational turning point and decide to return to school. The women profiled are:

--a single parent on welfare who supports her three year old son;
--an active mother of three whose husband is a disabled officer;
--a married woman with five children who works evenings in a department store.

UN-ROL-ING; Copyright 1976; $225-5/81; 129 slidetapes, color, 15 minutes; Written by group effort; Recommended for Junior and Senior High and adult; CS Productions, 573 North Saint Albans, St. Paul, Minnesota 55104.

This program is designed to create an awareness that women and men are conditioned into stereotypes which are reinforced from birth by our family and friends, literature, TV, and movies. The program deals with several traditional masculine and feminine attitudes, examines how they have been learned and how they restrict expressions of our own unique individuality.

WOMEN AT THE TOP; Copyright 1979; $325-2/80; 16mm color film, 35 minutes; Writer is Pat Powell; Program by Effie Jones, Washington D.C. and Jesse Kobiyoshi; Recommended for High School and adult; Richter-McBride, 150 East 52nd. Street, New York, New York 10022.

This film discusses women wanting to go into administrative fields such as school superintendent. Jones and Kobiyoshi explain to women that if they want to make it as an administrator they must first be themselves, set the style of behavior, take advantage of opportunities whenever possible, get to know people in the district who would give support, accept the fact that mistakes will be made, and don't forget to include men in that support as many men can be of great help in achieving the goals that women set for themselves.

WOMEN IN THE AMERICAN REVOLUTION: LEGEND AND REALITY; Copyright 1975; $30-6/81; Color filmstrips/cassettes, 24 minutes, 50 seconds; No specific writer; Recommended for Junior and Senior High; Multi-Media Productions, Social Studies School Service, P.O. Box 802, Department 11, Culver City, California 90230.

The history of the Revolution has been written by and about white males, yet women played a significant role in its progress. This sound color filmstrip examines indepth the actual events and activities in which women were involved--boycotts of British goods, relief movements to support and care for soldiers, nursing, the writing of anti-British propaganda, and the operation of business and farms. These realities are contrasted to the Victorian legends of such women as Betsy Ross.

WOMEN IN THE CIVIL WAR; Copyright 1979; $25-6/81; Color filmstrip and cassette, 13 minutes, 30 seconds; Written by Martha Voght and J. Alden Sutherland; Recommended for Junior and Senior High; Multi-Media Productions, Social Studies School Service, P.O. Box 802, Department 11, Culver City, California 90230.

In the process of examining women's contributions to the war effort, this filmstrip illuminates many important but little known aspects of life during the Civil War. Women are shown at work in factories and on the plantation, caring for the sick and wounded in hospitals, acting as spies, and running the volunteer organizations that made soldiers' lives easier and more healthful. Mentioned are prominent personalities such as Harriet Beecher Stowe and Clara Barton.

WORKPLACE HUSTLE (THE); Copyright 1980; $520-4/81; 16mm color film, 38 minutes; Writer is Lin Farley (based on her book "Sexual Shakedown"); Narrator is Ed Asner; Recommended for Senior High and adult; Creative Life Designs, 2188 Sunset Drive, Ventura, California 93003.

This film depicts real life situations of sexual harassment on the job. Narrator Ed Asner, a feminist and believer in women's rights, explains the different types of harassment women encounter in the work place. Women also discuss the problems of harassment that each experienced and what can be done about it.

AN EQUAL CHANCE Copyright 1980; $27.50-12/80; Color filmstrip and cassette; 10 minutes; No specific author; recommended for grades 5-8; Council on Interracial Books for Children, Racism and Sexism Resource Center for Educators, 1841 Broadway, New York, NY 10023-7648.

Shows, in cartoon style, that when babies are born in the U.S.A. the odds are stacked in favor of white males so that they grow up to earn more money and social power than babies born female or dark-skinned. As babies race through an obstacle course, the reasons for such unequal results become clear. Some solutions are also indicated.

FIGHTING DISCRIMINATION Copyright 1980; $27.50-12/80; Cassette and color filmstrip 16 minutes; No specific writer; recommended for grades 5-9; Council on Interracial Books for Children, Racism/Sexism Resource Center for Educators, 1841 Broadway, New York, NY 10023-7648.

Based on a boy's dream of Sojourner Truth visiting his older sister's high school. Tactics useful in winning justice through the years are presented, such as marches, strikes, lobbies, boycotts, etc. Sojourner Truth helps the students make plans to achieve sex equity in their school.

X SECRET OF GOODASME (The) Copyright 1980, $27.50-12/81; cassette and color filmstrip; 17 minutes; written by Carol Erhlich; recommended for grades 4-7; Council on Interracial Books for Children, Racism/Sexism Resource Center for Educators, 1841 Broadway, New York, NY 10023-7648.

Space creatures discuss stereotypes with a White girl, Black boy and a Cherokee boy, convincing the children that : 1-stereotypes are not true; 2-stereotypes cause harm; and 3-stereotypes are used to justify unfair treatment of women and minorities.

UNDERSTANDING INSTITUTIONAL SEXISM Copyright 1980; $32.50-12/81; Cassette and filmstrip, color; 17 minutes; Carol Ehrlich; writer; recommended for Junior and senior high and adult; Council on Interracial Books for Children, Racism/Sexism Resource Center for Educators, 1841 Broadway, New York, NY 10023-7648.

The filmstrip examines the ways in which institutions, created and controlled by men, function to subordinate women--thus perpetuating sexism. Reports on how women are kept in a less-than-equal status by the practices of institutions such as education, business, health care, churches and communication media.

Women Studies Films available from the Denver Public Library

573-5152
571-2000

compiled by the Women Studies Program
University of Colorado, Boulder
December, 1980

ABORTION: PUBLIC ISSUE OR PRIVATE MATTER

Educational Enterprises 1971 25 min. color

Is abortion the decision of the pregnant woman alone or must her family, the church and society as a whole participate? That is the major question raised by this film study which covers the many sides of the abortion issue. Both pro and anti-abortion activists in the Washington,D.C. area speak out with conviction on the effects of abortion. The legal aspects of providing abortions are described in the light of a recent Supreme Court decision.

ABOUT SEX

Texture Films 1974 24 min. color

Honest treatment of a sensitive subject. A Blue Ribbon winner at the American Film Festival, this film, aimed at young people and those who work with them, gives factual information about the following: sexual fantasies, body growth, homosexuality, VD, masturbation, and birth control.

ANTONIA: A PORTRAIT OF THE WOMAN

Rocky Mountain Productions 1974 58 min. color

A deeply warm and affectionate portrait of Antonia Brico, who in the 1930's established an international reputation as an accomplished orchestra conductor. Today she teaches in Denver and leads the Brico symphony. Her story deals with her attempts to lead a major symphony orchestra in a field dominated by men. Her love of music, joy of life, her spirit and determination are captured throughout this film marrated by Judy Collins.

ANYTHING YOU WANT TO BE

Liane Brandon 1971 8 min. b/w

Humorously depicts situations in which a high school girl is torn between her own desires and those of her parents, teachers, counsellors and society in general.

THE AUTOBIOGRAPHY OF MISS JANE PITTMAN

Corporation of America 1974 111 min color

Fictional life story of a woman born in slavery who lives to see the unfurling of the civil rights movement. Adapted from Ernest J. Gaines novel of the same title. TV "Emmy" awards for best special program of 1973, and for best actress in special to Cicely Tyson in title role.

BEAUTY KNOWS NO PAIN

Benchmark Films 1972 25 min. color

Not merely the behind-the-scenes story of the training and testing of the Kilgore College Rangerettes-nationally known majorettes. The film raises several questions about how easily people are manipulated about the social value of activities such as majorette training and about perhaps harmful competitive pressure. Whether the film appears cynical or sentimental is in the eye of the beholder.

BILL COSBY ON PREJUDICE
Pyramid Films 1972 25 min color

Bill Cosby, as the man on the street, expresses in one long jolting monologue almost every prejudice ever thought or spoken. He discusses Jews, Blacks, Irish, Italians, the young, the old, the easterners, women, et al. A fascinating portrait of bigotry.

BILLIE JEAN KING
Oxford Films 1972 22 min. color

A profile of the woman who is probably the most dominating force in womens' tennis today. Although Ms. King wins more competitions than she loses, in this particular film, she is defeated by young Chris Evert.

BLACK COAL, RED POWER
Indiana University AV Center 1972 41 min. color

The strip mining of coal on Navajo and Hopi reservations in Arizona is destroying the natural economy of the Indians and the ecological balance of the land. The situation is discussed pro and con. Comments reflect the Indians' inability to understand the implications of leasing their land to the coal industry; and the discussion concludes with the lengths to which Americans go to satisfy energy needs.

BLACK HISTORY: LOST, STOLEN, OR STRAYED
CBS 1968 54 min. color

A Bill Cosby guided tour through a history of attitudes--black and white and their effect on the black American. A portrayal of some of the things that happen to an American--if he is black. Cosby reviews black American achievements omitted from American history texts, the absence of recognition of Africa's contributions to Western culture, and the changing Hollywood stereotype of the black American. Black America series.

CAMPAIGN
Churchill Films 1973 20 min. color

A stirring account of a grass roots campaign for the office of state senator. Cathy O'Neill, a young woman of wit, charm and intelligence emerges from the role of housewife and amateur to battle an entrenched incumbent. Volunteers acquire the skills of organization, fund-raising, publicity, and persuasion. With a heartbreaking ending, the film provides a glimpse into the drama of American politics.

CHRIS AND BERNIE
New Day Films 1974 25 min color

A sensitive and moving cinema verite documentary about two divorced young women and the life they create for their children as single parents with limited financial resources. The soundtrack consists of conversation, reflections, interaction between the children and mothers, and gives the audience the feeling that they have shared in the problems, solutions, hopes and dreams of these two coping women.

571-26
Film Center

THE EMERGING WOMAN
Film Images 1974 40 min. b/w

Produced by the Women's Film Project this is a carefully researched documentary about the history of women in the United States. Engravings, photographs, and newsreels from the colonial period to the present trace the varied economic, social and cultural experiences of women. A must for Women's Studies.

EXPECTATIONS (FREE TO BE...YOU AND ME, PART 2)
McGraw Hill Films 1974 14 min. color

A splashy presentation of short vignettes that emphasizes an awareness of identity based on individual fulfillment not on socially prescribed roles, children will appreciate growing up when they view "Boy Meets Girl," "When We Grow Up," "Peering Parents," Parents are People" and "William's Doll".

THE FABLE OF HE AND SHE
Eliot Noyes, Jr. 1974 11 min. color

On the mythical island of Baramel, the Hardybars and the Mushamel have clearly defined male and female roles until an unusual event forces both sexes to assume different tasks to survive. As a result, they discard some old assumptions, come to some new conclusions about being themselves, and live even more happily ever after. Animated.

THE FORGOTTEN AMERICAN
Phil Lewis, CBS 1968 25 min color

The story of impoverished aliens in their native land--the American Indian--filmed on location in the Navajo-Hopi-Zuni-Pueblo country of the Southwest and in the Indian communities of Los Angeles and Chicago. With Buffy Sainte-Marie.

GERTRUDE STEIN: WHEN THIS YOU SEE, REMEMBER ME
Net 1971 89 min color

With montage of rare old photographs, interviews, documentary footage and readings from her works, this informative biography explores over three decades of life in Paris. It not only documents the life of this extraordinary author and patron of the arts, but fully encompasses the events and personages of an extraordinary era.

GOLDA MEIR
BBC and Time/Life Films 52 min. color

In this revealing autobiographical conversation Golda Meir tells of the hard days of her childhood in Russia, her youth in America (she lived a short time in Denver), her emigration to Israel and the milestones of her long political career. Old film footage weaves the history of Israel into her story. As the prime minister she tells her story with humor, candor, and humility.

THE GREAT BUBBLE CONSPIRACY
Benchmark Films 1973 15 min color

A lightly satirical film about people who persist in blowing bubbles in spite of society's prohibition that "NO BUBBLES ARE ALLOWED." No matter how hard the authorities try to stop this subversive activity, the bubbles are irrepressible. Fragile and delicate, they float across the ugly, smoggy skyline of Los Angeles, somehow redeeming man's blight. The film can be enjoyed on many levels.

GUILTY BY REASON OF RACE

NBC Educational Enterprises 1972 53 min. b/w

A documentary on the conditions which led to the internment of 110,000 Japanese-Americans in detention camps during World War 11 in the United States. It covers the controversy among Americans over this action, recalling the time spent in camps, the effects of uprooting and the difficulty in returining to normal life after the war.

INDEPENDENCE (FREE TO BE...YOU AND ME PART 3)

McGraw Hill Films 1974 17 min. color

A group of skits, songs, and stories that remind children that it's all right, for example, for girls to win foot races and for boys to cry. Selections include: "Let's Hear It for Babies", "Atalanta", "Sun and Moon", "Dudley Pippen", and "It's All Right to Cry".

JOYCE AT 34

Joyce Chopra and Claudia Weill 1972 29 min color

The working out of a lifestyle by a woman filmmaker who has her first child at age 34. Late pregnancy, explicit scenes of the actual birth of a daughter, the stress between love for a child and the demands of a career, the erosion of male privilege that her husband struggles to accept.

MATINA HORNER: PORTRAIT OF A PERSON

McGraw Hill Films 1975 16 min color

An introduction to Matina Horner, individual, researcher, and sixth president of Radcliffe College. The film is more that a profile of one person. By looking at her early life, by hearing her feelings about women's roles, how she copes with her children, her students and faculty, the audience is vitally aware of the multi-faceted life of any professional women.

A MATTER OF INDIFFERENCE

Jack M. Janick 1974 54 min b/w

The plight of aging citizens suffering from indifference on the part of society and governments. Among the topics discussed are sexuality, death and social action. Maggie Kuhn, founder of the Gray Panter Movement, strongly presents her philosophy in an interview.

NOBODY'S VICTIM

Alan Barker 1972 20 min. color

A comprehensive film on self-defense for women.

NOT TOGETHER NOW: END OF A MARRIAGE

Polymorph Films 1975 25 min color

How does it feel to break off a marriage? This is a penetrating study of a young adult married couple who have separated. Each partner speaks straight forwardly about the reasons for marrying, their life together, the reasons for parting, the related problems of loneliness and fears, and their lives since. Children were involved in the separation. This is a film full of realities, and involves healthy, adjusting people.

THE PREJUDICE FILM

Max Miller 1973 29 min color

Examines the historical origins and contemporary forms of prejudice in our society. A series of vignettes demonstrates some of the daily events, typical comments and attitudes which perpetuate prejudice and discrimination. Narrated by David Hartman.

TELL ME WHERE IT HURTS

Herbert Hirshman 1975 78 min color

A probing story of a middle-aged housewife groping for recognition as a person. Significant to women, men and young people alike. Magnificent portrayals by Maureen Stapleton and Paul Sorvino. Shows women in middle life looking around and discovering themselves and what they want to do with the rest of their lives.
Because of its emotional nature the film should be previewed prior to viewing by a young audience.

WOMAN'S LIBERATION

ABC 1971 23 min color

ABC news correspondent, Marlene Sanders, covers the Woman's Liberation Movement on university campuses, in city streets, in corporations, and of greatist importance in the minds of women today. From Betty Friedan to Ogle Day on Wall Street, the film's approach is serious but witty and often devastating.

SUPPLEMENT

AMERICAN PARADE: WE THE WOMEN

BFA Educational Media 1974 30 min color

Narrated by Mary Tyler Moore, the film dramatically traces the history of the women's movement from colonial times to the present day. It is fast paced, humorous, sometimes deeply moving but always thought provoking.

BLIND SUNDAY

Time Life Multimedia 1976 31 min color

Eileen, a blind high school student, meets Jeff while swimming. Amazed by her self-reliance he is drawn into a relationship with her. His new sensitivity moves beyond clumsy overprotectiveness to a richer relationship. From the ABC Afterschool Specials Series. (EFLA annotation)

CHILD ABUSE: CRADLE OF VIOLENCE

J. Gary Mitchell Film Company 1976 20 min color

The title is somewhat misleading, since this film is an abuse prevention film. Intimate interviews with abusive parents in the areas of child behavior and discipline create an understanding of child abuse and the need to break the cycle. Alternatives to corporal punishment and potential stress situations are presented. (EFLA annotation)

CHILDREN OF DIVORCE

Films Inc. 1976 37 min. colore

Examines the consequences and feelings of the real victims of divorce--the children....This study of the impact of divorce on children reveals the necessity for parents to bury their hostilities and to provide children with access to both parents. Examines custody, child support laws, and organizations such as Big Brother and Parents Without Partners. (EFLA annotation)

DIVING HIGH

Colour Images Unlimited 1975 231/2 min. color

The personal story of sixteen-year old diver Jennifer Chandler, as she prepares for the Amateur Athlete Union of the U. S. Diving Championships in hopes of being selected to represent the U.S. in the Pan American Games. Her goal is to win a place on the U.S. diving team in the 1976 Olympics. The portrayal of this ambitious teenager in her quest may be inspirational to other teenagers. Some great diving will be seen.

I WILL FIGHT NO MORE FOREVER

Macmillan Films 1975 106 min. color

The tragic story of the Nez Perces who lived in the Northwest and were led by Chief Joseph, who struggled heroically to keep his people free while accepting the inevitable dominance of the white man. This moving dramatization arouses empathy for the Indian and combatant, each acting in good faith.

MEN'S LIVES

New Day Films 1975 43 min. color

A documentary about masculinity in America. It examines men's socialization as reflected in roles, such as aggressive, non-emotional, breadwinning, and successful. Several men are interviewed in this warm, supportive, and political film. An excellent stimulus for discussion.

NEVER GIVE UP: IMOGEN CUNNINGHAM

Phoenix Films 1975 28 min. color

An inspirational and intimate visit with the 92-year old portrait photographer. She speaks of the social changes in the 20th century and how it was coping with the stigma of being different in pursuing an "unladylike" profession. Her works,including some celebrities, are honest, truthful and quite out of style with "pretty pictures" of the time. Her remininscences and comments on aging, dying, women, and work show her to be as honest and truthful as her portraits.

THE OTHER HALF OF THE SKY: A CHINA MEMOIR

New Day Films 1975 74 min. color

Shirley MacLaine and Claudia Weill's intimate and absorbing film about the roles of women, education, child-rearing, cultural affairs, artistic expression and political concerns of China. Based on a trip that Ms. MacLaine and other American women took in 1973, mainland China emerges as both fascinationg and frightening, but it is a testament to the American women and the Chinese people that they overcame cultural barriers and made such warm contact with each other as human beings.

RUTH STOUT'S GARDEN
Arthur Mokin Productions 1976 23 min. color

A journey into the life of a charming woman who, from a perspective of more than ninety years, has a great deal to offer young and old on subjects that range from growing vegetables (no dig/no work) to growing old (as one sows so does one reap). This is a lovely film for older people, an informative film for gardeners.

SHOPPING BAG LADY
Learning Corp. of America 1975 21 min. color

Mildred Dunnock portrays an old woman derelict who is treated thoughtlessly by several teenage girls. This poignant story raises the viewer's self-awareness as a person who will one day be middle-aged and old. The story also emphasizes that people should be seen as individuals rather than stereotypes.

THE STREET
National Film Board of Canada 1976 10 min. color

In soft, simple washes of watercolor and ink, filmmaker Caroline Leaf captures the reality of family reactions to a dying grandmother from a child's point of view. From a short story by renowned Montreal author, Mordecai Richter. (EFLA annotation)

SUNDAY DINNER
Phoenix Films 1976 11 min. color

Maureen Stapleton plays the role of a push-cart lady, in the twilight of her life, sharing a part of it with Tom Toner, who plays the role of a junkman with a horsedrawn cart. She collects and he collects, and with their potpourri of odds and ends, they create a most unusual Sunday dinner, a marvelous movable feast. (EFLA annotation)

SYLVIA, FRAN AND JOY
Churchill Films 1973 25 min. b/w

Three young women voice their feelings about the role of wife-mother-housekeeper: Sylvia, who shares responsibilities with her husband, Fran in transition, and Joy the traditionalist.

A TOKEN GESTURE
National Film Board of Canada 1976 8 min. color

A humorous, animated introduction to the problems of women in today's society, which pokes gentle fun at the traditional stereotypes and restrictive attitudes. (AFLA annotation)

INCEST: THE VICTIM NOBODY BELIEVES
20 min. color Gebhardt:MTI 1976

Presents the experiences of three women who were victims of incest in their childhood and records their suggestions for possible help for others.

IS IT O.K. TO BE ME?
6 min. color Korty: Pyramid-1977

Illustrates how we all, at sometime, find ourselves in the "minority", and defines the term "prejudice."

HAPPY TO BE ME
Mokin-1979 25 min color

A documentary film based on a survey of students in New York City public school District 11 where they expressed their attitudes toward their gender, on women's liberation and how a male or a female should act.

SOME AMERICAN FEMINISTS
Mokin-n.d. 56 min color

Interviews with prominent American women who were active in the early days of the Woman's Movement. Some historical clips are interjected.

Sex Role Stereotyping

Prepared for Carol deKock-Brickley
Billie Martinez Elementary,
Greeley

By Dana M. Smith

[illegible]
University of Colorado
Ketchum 30, Campus Box 325
Boulder, Colorado 80309

WS - 304 Curriculum Design

Spring, 1983

Instructor: Dana M. Smith
Discipline: Nonsexist Education

Grade Level: 2nd Grade
Billie Martinez Elementary

Cooperating Teacher: Carol deKock-Brickley

Format : Discussion and Exercises

Time Frame: 3 30 minute sessions

Supplementary Materials:

1. SuperSister Card Set, pencils, 8"x8" cardboard squares, crayons
2. Sex Role Stereotype handout, penci
3. Fairy Tale handout, pencils, crayons

Goal: The purpose of this unit is to increase the students knowledge and awareness of sex role stereotyping. By participating in discussion, writing, and teacher-directed activities, the students will examine sexist stereotypes in both their personal lives and their career options.

Objectives: The students will:

1. consider possible career options for themselves and their classmates, and examine these choices for sex role stereotyping.
2. consider gender stereotyping and how it affects them in their personal and social lives.
3. consider how sex role stereotyping leads to preconceptions concerning the capabilities of others.

Objective 1.:

The students will consider possible career options for themselves and their classmates, and examine these choices for sex role stereotyping.

A. The students will be given a SuperSister card set in order to gain knowledge of contemporary women.
B. They will also examine them as a model for their own personal cards.
C. The students will draw a picture of themselves in their future occupations on one side of the cardboard card.
D. On the card they will write a short summary describing their career choice on the reverse side of the card.
E. The students will discuss their career choices in a small group and analyze them for possible stereotyped sexist attitudes that they may hold.

Objective 2. :

The students will consider gender stereotyping and how it affects them in their personal and social lives.

A. The students will be given the sex role stereotyped handout to complete.

B. The students will share their answers in a small group.

C. The students will consider the implications of gender stereotyping at home in their social interactions from their answers on the handout.

Objective 3. :

The students will consider how sex role stereotyping leads to preconceptions concerning the capabilities of others.

A. The students will be given the Fairy Tale handout and be asked to complete the story.

B. The students will read and discuss their story endings in a small group.

C. The students will be asked to name Fairy Tales in which the strong prince rescues the helpless princess (i.e. Snow White and the Seven Dwarfs, Sleeping Beauty, etc...)+expectations that they may hold.

D. Sample questions:

1. Why doesn't the princess ever rescue the prince?

2. Can women be brave and strong?

3. What happens to men when they are in trouble?

4. What would happen to the princess if no one came to rescue her ?

Bibliography

Doyle, Linda, Don't Dress Your Whale in Galoshes! Resource Book, State of Colorado Education Department, 1980.

Miller, Casey and Kate Swift. The Handbook of Nonsexist Writing. New York: Harper and Row, 1980.

Sadker, Myra Pollack and David Miller Sadker. Sex Equity Handbook for Schools. New York: Longman, Inc., 1982.

SuperSisters Trading Cards, Supersister, Inc.(available through National Women's History Week Project, Santa Rosa, Ca. 95402.)

NAME ____________________________________

1. The best toys for girls are ____________________________________.

2. The best toys for boys are ____________________________________.

3. It's ok for boys to cry when ____________________________________.

4. It's ok for girls to cry when ____________________________________.

5. Girls are better than boys at ____________________________________.

6. Boys are better than girls at ____________________________________.

7. Boys don't play with dolls because ______________________________.

8. Girls don't play with trucks because ____________________________.

9. My best friend is a (boy, girl) because ______________________

____.

10. What do you like best about being a (boy, girl)? _______________

____.

11. If you ever had a baby, would you want it to be a boy or girl?

_________________ Why? ______________________________________.

12. A good job for a woman is ____________________________________.

13. A good job for a man is ______________________________________.

14. Astronauts have to be (men) or (women).

15. Who is your favorite person on T.V. ___________________________.

Why? ____.

Once upon a time there was a brave princess. One day she was riding her horse through the forest when she saw a young prince coming toward her. Suddenly, an angry dragon jumped out from behind a large rock and knocked the prince off his horse. He was hurt badly and could not escape. The princess knew she had to save him so she ____________

Sex-Role Stereotypes - Influence on Career Selection

Prepared for Mary Adams
Greeley

By Collette Clarkson

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box 325
Boulder, Colorado 80309

WOMEN'S STUDIES 304 Curriculum

Spring, 1983

Instructer: Collette Clarkson

Discipline: Women's Studies

Cooperating Teacher: Mary Adams

Grade Level: Fourth Grade

Format: Lecture, Discussion

Time Frame: 1 Hour

Supplementary Materials:

Filmstrip, worksheet

GOAL: The purpose of this unit is to increase the students awareness of sex-role stereotypes and how they may affect their career choices.

OBJECTIVES FOR THIS UNIT: Students will

1. Be able to recognize sex-role stereotypes.
2. Be able to list careers in which they are interested.
3. Be exposed to women in non-traditional careers.

OBJECTIVE 1: Be able to recognize sex-role stereotypes.

A. Instructor will lead a discussion on sex-role stereotypes.
    1. Children will analyze traditionally appropriate activities for children based on gender.
        a. Will discuss whether girls should be allowed to play football.
        b. Will discuss whether boys should be allowed to play with dolls.
    2. Children will examine traditional roles for women and men.
        a. Talk about the role of housewife and how it affects women.
        b. Talk about the traditional role men play in the family.

OBJECTIVE 2: Be able to list careers in which they are interested.

A. Instructor will lead a discussion on career options.

    1. Talk about non-traditional careers for women and men.

        a. talk about women in the field of science.

        b. talk about men in the arts.

    2. Discuss sex discrimination in the work place.

        a. Women on the average earn less than men.

        b. Women are promoted less than men.

OBJECTIVE 3: Be exposed to women in non-traditional careers.

A. Instructor will lead show a filmstrip on women in non-traditional careers.

    1. Students will complete a worksheet on appropriate careers for women and men.

        a. Students will analyze their answers.

RESOURCES

BOOKS

Myra Pollack Sadler and David Miller Sadler, Sex Equity Handbook for Schools (New York, Longman, Inc., 1982).

FILMSTRIP

U.S. Education Department, Women at Work (Boston, Women's Educational Equity Act Program.

To be used with *Women's Work, Men's Work,* p. 141

FEMALE/MALE JOB CHECKLIST*

For the following occupations, check whether you believe it is a man's occupation, woman's occupation, or both.

JOB	*women's*	*men's*
construction worker		
flight attendant		
social worker		
secretary		
elementary school teacher		
hair stylist		
model		
elderly person's companion		
store clerk		
veterinarian		
physical education teacher		
short order cook		
photographer		
nurse		
dental assistant		
artist		
news reporter		
telephone operator		
physical therapist		
scientist		
baby sitter		
newspaper editor		
hotel/motel housekeeper		
cashier		
auto mechanic		
home economics teacher		
factory worker		
gas station attendant		
pilot		
professional athlete		
meat/grain inspector		
computer programmer		

JOB	*women's*	*men's*
plumber		
librarian		
recreation director		
bank teller		
dietician		
nurse's aide		
security guard		
cab driver		
day care center worker		
police officer		
bookkeeper		
custodian		
cocktail server		
lawyer		
gardener		
radio announcer		
forest ranger		
homemaker		
postal worker		
accountant		
musician		
English teacher		
occupational therapist		
farmer		
truck driver		
landscaper		
bartender		
tailor		
carpenter		
dairy producer		
medical doctor		
architect		

*Adapted from Parks, 1974.

Life Choices for Women - A Choice Along the Continuum

Prepared for James Armitage
University Hills Elementary

By Erika Shedlovsky

WmSt 304
May, 1982
Erika Shedlovsky

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box 325
Boulder, Colorado 80309

Lesson Plan for WmSt 304
Instructor: Erika Shedlovsky for James Armitage
Discipline: Social Studies
Grade Level: Upper Elementary
Format: Lecture/ Discussion/ Exercises
Time Frame: One Hour

GOAL: To inform upper elementary school students of alternative life choices available for women.

OBJECTIVES FOR THIS UNIT: Students will

1. Be presented conflicting images of available life choices for women; this unit is intended to demonstrate the breadth of the continuum for women's life and career choices.
2. Exercise the decision-making process, and learn to make choices based on information and personal preference.
3. Learn that interpersonal conflict is sometimes inevitable, and not always undesireable.

OBJECTIVE 1: Students will be presented conflicting images of available life choices for women.

A. Two women will present a debate on life choices for women. One of the debaters will support the traditional view that a woman's place is in the home. The other debater will present the view that women should expand their horizons beyond the home and seek fulfillment in the workplace.
    1. Points to be brought up by the debater supporting the traditional perspective are:
        a. Marriage and motherhood is a full-time job, and is more rewarding for women than employment outside the home.
        b. Mothering is too important a task to trust anyone else with. Since mothering is one of the primary roles in a woman's life, it is important that she devote as much time as possible to this function.
        c. The joy a woman gets from her family, and the knowledge that she is taking care of her family as well as anybody could are important sources of satisfaction.
        d. There are jobs which men are innately suited to perform, and jobs women are innately suited for. Women are, by their natures more suited to nurturing sorts of work; men, because of their more aggressive natures are more suited for the "rat-race" of the labor market.
        e. If, due to economic necessity a woman must work for wages outside the home, she should still place her family before her job. By making her family her major priority, a wife and mother can still take care of them almost as well as she could if she was not employed outside the home. (1)
    2. Points to be brought up by the debater supporting the view that women should seek fulfillment outside the domestic realm are:
        a. The role of housewife is confining and limiting. Little or no personal growth can take place within the confining realm of the household.

b. While child care is important, it is not an all encompassing task. There is both time and room in any mother's life for other interests.

c. Not all women choose to marry or have children. To be told that the roles of wife and mother are her only options is simply not true. Many women have found fulfillment in the pursuit of careers.

d. It has never been conclusively shown in any study that there are differences between the sexes which render women and men suited to different types of work. Women are just as capable of competing in the job market as men are; men are just as capable of caring for a home and children as women are. People should be able to decide on whether or not, and what type of career they wish to pursue based on individual preference.

e. Women should seek employment outside the home,even if they do not need the money. Chances are however, that any woman in America today will need to work for wages at some point in her life. Since it is likely that she will have to work, a woman might as well accept the inevitable and find an interesting and challenging career. (2)

OBJECTIVE 2: Students will exercise the decision-making process, and learn to make choices based on information and personal preference.

A. After completing the debate, the presentors will lead the class in a discussion on life-style choices for women. The discussion will try to encourage the students to express their personal life-style preferences.

1. To encourage class discussion, the presenters will ask the class the following questions:
   a. Do you feel that it is important for women to stay at home and care for the house and children full time?
   b. Would you like to have a job and earn your own money, or would you rather depend on someone else for the money you need?
   c. How would you feel if you were not allowed to do something you really wanted to do because of your gender?
   d. Why is it important for men and women to have diverse interests and not be limited to one role in their lives?

OBJECTIVE 3: Students will learn that interpersonal conflict is sometimes inevitable, and not always undesireable.

A. This objective will be carried out by the manner in which the presentation is staged.

1. For the debate, the presenters will be seated at opposite ends of a table.
   a. The debaters will not agree with one another at the end of the end of the presentation, but they will admit that each individual must do what she believes is necessary for herself.
2. For the discussion part of the presentation, the debaters will move so they are sitting side by side, facing the audience. This will suggest to the class that different personal opinions need not make communication between the two impossible. (3)

ASSESSMENT: In order to determine the effectivness of the presentation, the class will be given a handout exercise on "Men's work and Women's work". (3)

NOTES and SOURCES

[1] Information in this section is based of the attitudes of actual women. For women's attitudes on the importence of family roles, see, Linda Lytle Holstrom, The Two-Career Family, (Cambridge, Massachusetts: Schenkman, 1973), pp. 24-26, 70-71, 76-78. For further discussion on family roles, and women's attitudes toward work, see, Alison M. Jaggar and Paula A. Rothenberg Struhl, Feminist Frameworks, (New York: McGraw Hill, 1978), pp. 20-23, 102. and Nancy Seifer, Absent From the Majority: Working Class Women in America, (New York: National Project on Ethnic America, The American Jewish Committee, 1973), pp.18,37,39.

[2] See, Barbara Sinclair Deckard, The Women's Movement, (New York: Harper and Row, 1979), pp. 87,89. For information on why women work outside the home, see also, Jaggar and Struhl, pp. 15, 160. and, U.S. Department of Labor Statistics, Perspectives on Working Women: A Databook, (Washington D.C.: U.S. Gov't Printing Office, 1980), pp. 25-27.

[3] Boulder Valley School District Re2J, A Goal Directed Approach for Educational Programs: Social Studies K-12, (unpublished), see pp. 15-21 for the Goals and Major Objectives for the school district. Conflict and understanding conflict is an objective of Goals 3,4,5,6,7,&8.

[4] This exercise is taken from, Doug Thompson, As Boys Become Men: Learning New Male Roles, (Denver: Institute for Equality in Education, 1980), p.30. see attached.

MEN'S WORK and WOMEN'S WORK

In the blank space next to each job title, write a "W" if you think it is a women's job, an "M" if you think it is a men's job, or a "B" if you think both men and women could do that job. Please take no more then ten minuets to complete this exercise.

Astronaut _____

Ballet Dancer _____

Chemist _____

Dress Maker _____

Farmer _____

Firefighter _____

Florist _____

Forest Ranger _____

Garbage Collector _____

Gas Station Attendent _____

Heavy Equipnent Operator _____

High School Principal _____

Lawyer _____

Librarian _____

Medical Doctor _____

Plumber _____

Pre-school Teacher _____

Reporter _____

School Nurse _____

Secetary/Receptionist _____

Supermarket Cashier _____

Tailor _____

Telephone Operator _____

Umpire _____

Writer _____

Zoo Keeper _____

rom Doug Thompson, As Boys Become Men: Learning New Male Roles. (Denver: Institute for Equality in

RESULTS OF THE MEN'S WORK WOMEN'S WORK EXERCISE

	Men	Women	Both
Astronaut	14	0	16
Ballet Dancer	0	18	12
Chemist	8	0	22
Dress Maker	0	17	13
Farmer	15	0	15
Firefighter	17	0	13
Florist	2	12	16
Forest Ranger	11	0	19
Garbage Collector	18	1	11
Gas Station Attendent	14	1	15
Heavy Equipment Operator	20	0	10
High School Principal	3	0	27
Lawyer	3	1	25
Libarian	0	13	17
Medical Doctor	2	0	28
Plumber	16	1	13
Pre-school Teacher	1	10	19
Reporter	3	0	27
School Nurse	1	14	15
Secetary/Receptionist	1	13	16
Supermarket Cashier	2	5	23
Tailor	5	2	23
Telephone Operator	2	11	17
Umpire	19	0	11
Writer	1	2	27
Zoo Keeper	9	2	19

Research Resources and Bibliography on Female Mythologies

Prepared for Jean Jacobsen
Lincoln Elementary

By Becky Miller

Lincoln Elementary School
1st and 2nd grades
Jean Jacobson
May, 1982

Research Resources and Bibliography on Female Mythologies
Researcher: Becky Miller
Discipline: Mythology
Grade Level: 1st and 2nd grades.

Format: Research
Supplementary Materials: Two bibliographies - 1) Bibliography of children-oriented books containing female mythologies, 2) Bibliography of adult-oriented books containing female mythologies. The material in these bibliographies was purposely designed to not overlap.

GOAL: To change the children's perception of female mythological characters from the dominantly portrayed stereotype of the subordinate female character to the less emphasized but more realistic role of the strong, independent female mythological character.

OBJECTIVES FOR THIS UNIT:

1) Utilize all available resources for information on strong, female, mythological characters.
2) Interpret type and amount of available material including the suggesting of potentially productive future projects for other researchers.

OBJECTIVE 1: Utilize all available resources for information on strong, female, mythological characters.

A. Computer Based Reference Service (University of Colorado at Boulder - Norlin Library)

This service involves a complete search of all printed publications on a subject within the time-span of years desired by the researcher. The computer search was run on three sources using the Key words "folklore", "myth", "women", "female" and "heroine" and all possible combinations of these words. The three sources are:

a. Educational Resources Information Center (ERIC)
b. Modern Language Association (MLA) Abstracts
c. Psychological Abstracts

B. Human Relations Area Files (HRAF)(University of Colorado at Boulder - Norlin Library)

This resource surveys a broad span of world cultures and their individual aspects to combine all publications on these aspects into one resource area.

a. Training course

Although each library equipped with HRAF designs its own ruling for the use of this service, the particular library used by this researcher requires a course to be taken by anyone wishing to use the files on the proper use of them.

The training course consisted of a one hour lecture on the processes involved in using the files and is available at no cost to anyone who is interested.

b. The five cultures researched in the HRAF

i. Greece

ii. Southeast Asia

iii. Hindu

iv. Native American Indian

v. Irish

C. The Public Library, Children's Section (Boulder Public Library, Boulder, Colorado)

The mythology area within the Children's Section consists of two shelves containing approximately 65 books. All books were examined for possible female mythological characters.

OBJECTIVE 2: Interpret type and amount of available material including suggestions of potentially productive future projects for other researchers.

A. Computer Based Reference Service

a. Material gained from the use of the resource

Out of 130 possible abstracts compiled from the three sources (ERIC, MLA Abstracts, Psychological Abstracts), there were two potential articles on the subject of female mythological characters. Of these two articles, neither gave references of primary sources that were useful in that the primary sources cited were either oral in nature obtained through personal interviews or the written source was in the native language of the culture from which the myth originated.

b. Possible problems with the use of this resource

i. Expense

The cost of this computer search was approximately $25.00. Although they are time-efficient, computer searches are a resource limited only to those with the suitable financial sources.

ii. Time-span covered

Due to the expense of this resource, this search was limited to the most recent publications. It is possible that the search could have been more useful if a longer time-span could have been covered.

B. Human Relations Area Files

a. Material gained from the use of the resource

The majority of the articles found in the files were analyzations of the primary sources which, once again, were either oral in nature or published only in the native language of the particular culture researched.

b. Possible problems with the use of this resource

i. Complexity of system

In considering the requirement of the training course as well as the actual process necessary to use the files, this researcher does not consider HRAF useful on this subject at this time. However, HRAF is a fairly new resource at this writing. It is possible that it would be beneficial as a resource in this area at a later date when possible revisions within the system itself would make it more easily accessible to those interested.

ii. Cultures researched

The five cultures that were examined were chosen on the basis of the population of the particular elementary class for which this project was designed. It is possible that HRAF would be more useful if other cultures other than these five were examined.

C. The Public Library, Children's Section

a. Material gained from the use of this resource

Ninety percent of the resulting bibliography for children was obtained through the examination of the library's small collection.

b. Possible problems with the use of this resource

i. Exceptional collection

It should be noted that this researcher considers Boulder Public Library to be an exceptionally well-rounded library, especially the Children's Section. This researcher also believes that all public libraries are not as well-rounded as the one used for this project.

ii. Although the examined collection is subjectively considered to be well-balanced, the size of the collection is a disadvantage to any researcher. It is possible that any public library collection might be small due to the lack of English publications of world cultures' mythologies as a whole field and in the area of female mythologies specifically.

D. Suggestions for future researchers studying this area

a. Specialize in a particular culture

It is in the opinion of this researcher that the scarcity of material in the area of female mythological characters demands that future researchers narrow their area of interest to a particular culture. Although this will not necessarily mean that more material will be found, it is possible that such specialization will be beneficial when utilized in working with resources that cover many fields of interest such as the Human Relations Area Files.

b. Have access to an understanding of the native language

Until more English translations of world cultures' myths are available, a researcher working in this area will be forced to rely on texts written in the native language of the particular culture. Due to this added difficulty, it is in the opinion of this researcher that those interested in this area be acquainted with or have an access to an understanding of the particular native language.

c. Use stereotyped myths as a resource

Because of the limited number of published myths of any female characters, another resource for use could be the stereotyped myths of women. The classroom discussion could stem from the myth itself to lead to the use of stereotyping in oral and written mythology and the deep roots of stereotyping in all cultures' histories.

Bibliography for Children

Barber, Richard. *A Companion to World Mythology*. New York: Delacorte Press, 1979.

Benson, Sally. *Stories of the Gods and Heroes*. New York: The Dial Press, 1940.

Colum, Padraic. *The Children of Odin*. New York: The MacMillan Company, 1962.

Colum, Padraic. *The Golden Fleece*. New York: The MacMillan Company, 1921.

Coolidge, Olivia E. *Legends of the North*. Boston: Houghton Mifflin Company, 1951.

Elgin, Kathleen. *The First Book of Norse Legends*. New York: Franklin Watts, Inc., 1956.

Espeland, Pamela. *The Story of Arachne*. Minneapolis: Carolrhoda Books, Inc., 1980.

Gates, Doris. *A Fair Wind For Troy*. New York: The Viking Press, 1976.

Gates, Doris. *Two Queens of Heaven*. New York: The Viking Press, 1974.

Gates, Doris. *The Warrior Goddess*. New York: The Viking Press, 1972.

Green, Roger Lancelyn. *The Tale of Thebes*. Cambridge, England: Cambridge University Press, 1977.

Picard, Barbara Leonie. *Norse Gods and Heroes*. London: Oxford University Press, 1961.

Sellew, Catharine F. *Adventures With the Gods*. Boston: Little, Brown and Company, 1945.

Sellew, Catharine F. *Adventures With the Heroes*. Boston: Little, Brown and Company, 1954.

Bibliography for Adults

Baker, Rannie B. *In the Light of Myth*. Chicago: Row, Peterson, and Company, 1925.

Bulfinch, Thomas. *The Age of Fable*. Boston: S.W. Tilton and Company, 1855.

Goodrich, Norma Lorre. *Myths of the Hero*. New York: The Orion Press, 1960.

Nonsexist Fairy Tale Presentations

Prepared for Margo Palmer and Jean Jacobse
Lincoln Elementary

By Suzanne Winters Lippolis

CURRICULUM UNIT GUIDE
TO NON-SEXIST FAIRY TALE PRESENTATIONS

Suzanne Winters Lippolis
Women Studies 304

Assigned School:

Lincoln Elementary
2130 Arapahoe Avenue, Boulder, Co.

Assigned Instructors:

Margo Palmer, Kindergarten
Jean Jacobson, 1st & 2nd grades

Format:

1. Two separate discussions with children in each instructor's classroom.
2. Dramatize a fairy tale to the combined classrooms with both intructors present.
3. Written curriculum resources will be given to each teacher as well as access to a video-tape of the fairy tale.

Time Frame: 20 minutes in each class, plus 35 minutes for the fairy tale presentation; total time will be 75 minutes.

Supplementary Materials (not attached to this guide): guitar, tamborine, 2 masks, cape , kerchief.

GOAL: The twofold purpose of this curriculum unit is to propose new techniques and theories for presenting fairy tales in the classroom for both the instructor and the child. For the teacher the purpose is to offer an alternative theoretical framework to consider when telling fairy tales in the classroom. The second purpose is to offer the children an imaginative experience through a dramatized fairy tale which hopefully will broaden their awareness of non-sexist role-models.

OBJECTIVES For This Unit For The Teachers:

1. Clarify definitions of Jungian terms and my personal bias:
   a. Why use fairy tales at all in the classroom?
   b. What is the need for interpretation of fairy tales (or understanding of them)?
   c. Are fairy tales anything more than out-dated stories?
2. Be able to discern the non-sexist role models of the hero and heroine within the tale of "Maria Morevnia."
3. Consider the possibility of a child's creative art as a tool for children to assimilate new awareness gained in hearing non-sexist fairy tales.
4. Provide a selection of fairy tales which are non-sexist, or at least less traditional in their role-model characters.
5. Provide alternative techniques to simply reading stories in the classroom.
6. Provide a taped alternative to the teacher's preparing a dramatic presentation with this curriculum unit.

OBJECTIVES For This Unit For The Children:

1. Be able to discuss observed stereotypic roles.
2. Be able to realize that evil in fairy tales is not only the evil usually personified by the evil witch.

3. Enjoy the dramatized fairy tale.

4. Be able to express through art a particularly meaningful personal awareness gained during the fairy tale.

TEACHER OBJECTIVES IN DETAIL:

1. Teachers will be given a copy of the "Introduction to Curriculum Guide" (Appendix A) as a future theoretical framework to aid in planning other fairy tale units.

2. Reference sources for theoretical basis of this unit are carefully noted in this "Introduction" so that further research is facilitated (Appendix A).

3. Teachers will be asked to allow their children to draw or to paint, either in their own classroom, in that of the art teacher or at home to bring to class. This will be part of their own follow-up unit.

4. A selection of fairy tales which provide alternatives to present tales will be given to the teachers (Appendix B).

5. Teachers will be given suggestions in the "Introduction" of story-telling techniques suitable to easy incorporation of more active presentations in the classroom (Appendix A). The video-tape will be a visual lesson in this method. It may be purchased as a VHS tape, to use on a Beta-Max machine, from the Education Media Department of the University of Colorado at Boulder.

6. "Maria Morevnia" videotape may also be used as an alternative to the teacher's reading or telling the story.

CHILDREN OBJECTIVES IN DETAIL:

Two Classrooms will be combined for the dramatization of the fairy tale. Therefore the schedule of the two lesson plans will be co-ordinated in this manner:

A. Jean Jacobson (1st & 2nd grade)

1. I will give the introduction (20 minutes) to

the curriculum unit, attempting to meet the first and second objectives which are clearly defined in the lesson plan (Appendix C).

2. I will dramatize the fairy tale (35 minutes) to Ms. Jacobson and Ms. Palmer's classes. This is the third objective.
3. Ms. Jacobson will take her class to recess.
4. Later she will follow-up the fairy tale with further discussion, and perhaps self-expressive art for each child.

B. Margo Palmer (Kindergarten)

1. I will dramatize the fairy tale to Ms. Jacobson and Ms. Palmer's classes .
2. Ms. Palmer's class will go to art class where they will hopefully be able to express themselves through drawing.
3. I will give a concluding discussion (20 minutes) to the curriculum unit, attempting to meet the first and second objectives defined clearly in the lesson plan (Appendix C).

APPENDIX A.

INTRODUCTION TO CURRICULUM UNIT GUIDE TO NON-SEXIST FAIRY TALE PRESENTATIONS

This curriculum guide was germinated from a very simple request by two teachers, Margo Palmer and Jean Jacobson, of Lincoln Elementary School. Their hope was to begin a collection of fairy tales with heroines who had active roles or at least, non-stereotypic roles, as well as fairytales with plots in which it was not always the evil witch who caused all the trouble. Their belief is that though teachers may slowly change traditional curriculum units into non-sexists language and math units, it is very difficult to relax, to entertain, to play with the class via an ancient fairytale reading because the vast majority of them are quite sexist.[1]

The theoretical framework of this curriculum guide is based on studies done in analytical psychology over the last seventy years. Carl G. Jung had the notion that symbols in dreams had meanings which could be understood from a perspective quite different from the theories of the Freudian school of analytical psychology. Jung studied myth, fairytale, religions, philosophies and legends, cataloguing the meanings of hundreds of symbols in many cultures. He began to find the same themes reoccuring in widely separate cultures such as Eskimo and African tribesmen, Navaho Indian and Tibetan Buddhist, Scandanavian Protestant and ancient Eqyptian text.[2] He was amazed and astonished, eventually defining these similarities as a unifying collective[3] unconscious.[4]

Often the collective awareness of a particular culture is quite precise...or in other words, each culture is locked into its own religion, philosophy and usually narrowly defined roles or modes of behavior which are acceptable within the society. Marie-Louise vonFranz, a student of Dr. Jung's, has written many books on the fairy tale as a vehicle of tightly controlled cultural beliefs which also hold the key to unlock the imprisoning ideas of that society.

> Until about the seventeenth century, it was the adult population that was interested in fairy tales. Their allocation to the nursery is a late development, which probably has to do with the rejection of the irrational, and development of the rational, outlook----so that they came to be regarded as nonsense and old wives' tales and good enough for children. Nowadays we do not allow ourselves to take fairy tales seriously----except in Jungian psychology.[5]

> Fairy tales are the purest and simplest expression of collective unconscious psychic processes. Therefore their value for the scientific investigation of the unconscious exceeds that of all other material. They represent the archetypes in their simplest, barest and most concise form In this pure form, the archetypal images afford us the best clues to the understanding of the processes going on in the collective psyche. In myths or legends, or any other more elaborate mythological material, we get at the basic patterns of the human psyche through an overlay of cultural material. But in fairy tales there is much less specific conscious cultural material and therefore they mirror the basic patterns of the psyche more clearly.[6]

This brief sketch of fairy tale interpretation as a tool in understanding reoccuring symbols in the collective psyche, leads one with a heightened curiosity to attempt to extract the meaning a male or a female character might have within a traditional tale. Since our Western culture is very much a masculine thinking rational culture, often it is the King which symbolizes this very traditional male society.[7]

> Publishers sometimes state, in the introduction of more scientific publications, how the fairy tales came to their knowledge: some were told by peasants, others by queer old men, by schizoid persons, or by normal persons----but the orginator of the tale can be of either sex. A feminine figure in a fairy tale with the whole story circling around it does not necesarily prove that the tale has to do with a woman's psychology. Many long stories of the sufferings of a woman have been written by men and are the projection of their anima (feminine qualities within the man) problems.[8]

As the Western culture was developing its now dominant masculine attitudes, the feminine figure became quite split in its personified aspects.

> As the distance between conscious and unconscious increases, the grandmother's more exalted rank transforms her into a "Great Mother" and it frequently happens that the opposites contained in this image split apart. We then get a good fairy and a wicked fairy, or a benevolent goddess and one who is ambevolent and dangerous.[9]

The themes of the good and wicked fairies,[10] of the evil witch and the young spellbound girl, or of the cruel step-mother and her helpless step-daughter, have become the major ones faithfully transcribed in the fairy tales we can read today.

> We have, then, to start with a paradox: Feminine figures in fairy tales are neither the pattern of the anima nor of the real woman, but of both, because sometimes it is one, and sometimes another. It is a fairly good guess to say that some fairy tales illustrate

> more the real woman and others the man's anima, according to the sex of the last person who wrote down the story, thereby giving it a slightly different tinge. A friend of mine, a school teacher, taught drawing and painting and gave as a theme for painting a scene out of the fairy tale entitled "Faithful John". The story mirrors masculine psychology; there is only one pale feminine (anima) figure in it. The teacher gave it to a mixed class of boys and girls who might choose any scene. All the children were enthusiastic and the boys naturally choose heroic and dramatic scenes, while the girls picked on the one feminine figure in the tale, identifying with that as the boys identified with the male figures, so that the pictures gave quite different aspects of the story.[11]

Art as a tool of self-expression is well illustrated in this excerpt. As educators we realize the importance of each child's assimilation and individual expression of new information. The child becomes the actively immaginative story-creator when allowed to draw, to dance, to mold clay figures just after hearing a fairy tale. In this particular curriculum guide, an art class for the kindergarten group immediately follows the fiary tale as part of the children's normal schedule. Hopefully the art teacher will allow the children to express some aspect of the fairy tale.

Unlike stories especially written and illustrated for children, the language of fairy tales is usually far beyond the reading vocabulary of the early primary grades. Except for the most simplistic tales, each one is so laden with adventures and multiple symbols, that often it is difficult for children to imagine all the action. Simply reading a complex tale with only a few illustrative pictures is often not adequate for children. So a number of storytelling techniques have been used in a videotape I have made of "Maria Morevnia". They are outlined here to help the teacher note the variety of ways to juggle and to create enlivened stories.

- A. Telling the tale
  - 1. Outline the story on notecards.[12]
    - a. Use the cards in front of the children to tickle your memory for important details.
    - b. Use your own vocabulary which is familiar to the class to tell the story.
  - 2. Memorize the plot well, another option.
    - a. Relate to the children, reading their expressions, to further enliven the story through your choice of vocabulary.
    - b. Add props to enhance the story and dramatize it more effectively.
  - 3. There is value in telling the tale to the children.
    - a. When the teacher takes this extra personal time to plan this as one would a curriculum unit, the tale becomes a personal statement of beliefs and makes a greater impact.
    - b. As the teacher is freerer to interact with the class, an inattentive or puzzled child is noticed readily so that a vocabulary change or expression can clarify and draw that child back into the story.
    - c. A few well told and repeated tales are more effective than many "read aloud" tales.
- B. Dramatization of the fairy tale
  - 1. Characterization aides:
    - a. Mask for depersonalized evil aspect.

b. Voice changes, when consistent, aid in personification of characters.

c. Capes, hats or even large differently colored pieces of material help identify characters.

d. Simple body or hand language express action, turn of events or amplify conversation.

2. Instruments to add still another dimension:

   a. Guitar or flute to introduce and/or end the story time frame.

   b. Tamborine taps or jingles, even rhythmic claps to denote change of pace of story, the passing of time or a new "chapter".

The Russian tale I shall dramatize is a very old one. I have found two completely different versions of it: one is "Maria Morevnia"[13] and the other is "The Death of Koschei the Deathless".[14] The version I have chosen to tell seems to be the oldest, most authentic and least altered tale. It is one which I learned from Connie Martin, a modern traveling poet and story teller who has learned her craft from truly gifted artists like Robert Bly. Ms. Martin received her undergraduate degree in literature and her graduate degree in Education. She taught in special education programs for several years before dedicating her efforts to full time writing. Though she has not declared her political stance as a feminist, her poetry acclaims it loudly.

"Maria Morevnia" seems to be a tale about equally non-stereotypic hero and heroine characters. Maria is an active, assertive, wise soldier and monarch. Her husband, Alexi, is a kind, gentle and simple man who is receptive to life. Each provides a compensatory role-model for the children of our predominately male society where "macho" is a common word even in the earliest primary grades.

Evil is handled in a very balanced manner with a feminine and a masculine figure. Goodness, truth and beauty "win out" through the personal choices of both Maria and Alexi. There are plenty of animal figures also, each with its own advice and "in-the-nick-of-time" help.

> Anthropologists quarrel about whether they are animals disguised as human beings or human beings disguised as animals. But that is idiotic, to my mind. They are just what they are! They are animals *and* human beings, no primitive will puzzle about it; there is no contradiction. From our standpoint they are symbolic animals, for we make another distinction: we say the animal is the carrier of the projection of human psychic factors. As long as there is still an archaic identity, and as long as you have not taken the projection back, the animal and what you project on to it are identical; they are one and the same thing. You see it beautifully in those animal stories which represent archetypal human tendencies. They are human because they really do not represent animal instincts but *our* animal instincts, and in that sense they are *really* anthropomorphic. Let us say, for instance, that the tiger in a story represents greed; it is not the real tiger's greed that is represented, but *our own tigerish greed*. It is when we are as greedy as tigers that we dream about a tiger. So it is an anthropomorphic tiger. Such animal sories are exceedingly frequent, and there are many invesigators who assert that they are the most anicient type of mythological story. I am very much tempted to believe that one of the most ancient and basic forms of archetypal tales have this form---stories about anthropoid-animal beings, where fox speaks to mouse and hare talks to cat.
>
> Because I am known as being interested in fairy tales, I have again and again been pulled in by families to tell their children fairy tales, and I have seen that below a certain age children prefer animals stories. When you start stories about princes and princesses

being stolen by the devil, then they ask, "What is the devil?". and so on. They need too many explanations. But if you tell them, "The dog aaid to the cat," then they listen most eagerly. So it seems to be the basic material, the deepest and most ancient form of tale.

So much for the relationship of fairy tales, local sagas, animal tales, ritual myths and religious tales. I only mention all this because there has been so much quarrelling and so many hypotheses about these things in literature dealing with mythology.[15]

---

[1] Myra P. Sadker & David M. Sadker, Sex Equity Handbook for Schools (N.Y.: Longman, Inc., 1982). I am assuming that the need for non-sexist curriculum is well understood by teachers using this guide. If not, please take the time to read this book.

[2] Carl G. Jung, et al, Man and His Symbols (Garden City, N.Y.: Doubleday & Company, Inc., 1964). This book is written for the lay person, in clear simple terms. It is filled with reproductions of art from numerous cultures and photographs of men and women in the streets all over the world. Skimming the captions of the pictures alone gives a clear awareness of the unifying themes of the colloective unconscious.

[3] Jung, Man and His Symbols, pp. 55, 67, 107.

[4] Jung, Memories, Dreams, Reflections (N.Y.: Random House, Inc., 1961), p. 138. Though the theory of the collective unconscious is detailed in Jung's Collected Works, the gist of it is best understood through this book, his autobiography, which is fascinating and clear reading.

[5] Marie-Louise von Franz, Problems of the Feminine in Fairy Tales (N.Y.: Spring Publications, 1972), p. 1.

[6] von Franz, Interpretation of Fairy Tales: An Introduction to the Psychology of Fairy Tales (N.Y.: Spring Publications, 1970), p. 1.

[7] von Franz, Interpretation of Fairy Tales, p. 36-39.

[8] von Franz, Feminine in Fairy Tales, p. 1.

[9] Jung, Four Archetypes (Princeton; Princeton University Press, 1970), p. 36.

[10] von Franz, Feminine in Fairy Tales, p. 3.

[11] von Franz, Shadow and Evil in Fairy Tales (N.Y.: Spring Publications, 1973).

[12] See Appendix D of the curriculum guide for the notecards used to tell "Maria Morevnia".

[13] Norbert Guterman, translator, Russian Fairy Tales (N.Y.: Pantheon Books, 1945), p. 553-562.

[14] Andrew Lang, editor, The Red Fairy Book (N.Y.: Dover Publications, Inc., 1966), p. 42-53.

[15] von Franz, Interpretation of Fairy Tales, p. 24-25.

APPENDIX B.

Suggested sources for the most original version of rather non-sexists fairy tales and their interpretations:

Von Franz, Marie-Louise. Interpretation of Fairy Tales: Psychology of Fairy Tales. N.Y.: Spring Publications, 1970.

1. "Shaggy Top"; European source; p. 120-121.
2. Siberean tale, untitled; p. 1280130.
3. "The Magic Horse"; Turkestan source; p. 130-131.
4. "The Girl and the Evil Spirit"; Siberean source; p. 131-134.
5. "The White Bride and the Black Bride"; European; p. 145-147.

Von Franz. Problems of the Feminine in Fairy Tales. N.Y.: Spring Publications, 1972.

6. "Sleeping Beauty" or Briar Rose"; Europea; p. 9-12.
7. "Snow-white and Rose-red"; international; p. 48-52.
8. "The Handless Mainden": international; p. 70-74.
9. "The Seven Ravens"; German source; p. 115-117.
10. "The Beautiful Wassilissa"; Russian source; p. 143-147.

Von Franz. Individuation in Fairy Tales. N.Y.: Spring Publications, 1977.

11. "The White Parrot"; Spanish source; p. 1-5.

Further tales which have very active female figures are found in the following books:

Graham, Gail B. The Beggar in the Blanket: and Other Vietnamese Tales. N.Y.: The Dial Press, 1970.

12. "The Beggar in the Blanket". p. 11-22.

Lang, Andrew, editor. The Blue Fairy Book. N.Y.: Dover Publications, Inc. 1965.

13. "Beauty and the Beast"; European; p. 100-119.

14. "Hansel and Grettel"; international; p. 251-258.

Phelps, Ethel Johnston. The Main of the North: Feminist Folk Tales From Around the World. N.Y.: Holt, Rinehart & Winston, 1981.

15. "The Maid of the North'; Finnish tale.
16. " Gawain and the Lady Ragnell"; English tale.
17. " Fair Exchange"; Celtic tale.
18. " The Monkey's Heart"; African tale.
19. "The Tweleve Huntsmen"; German tale.
20. "The Old Woman and the Rice Cakes"; Japanese tale.
21. "The Tiger and the Jackal"; Punjah tale.
22. "East of the Sun, West of the Moon"; Norwegian tale.
23. "The Hunter Maiden"; Zuni tale.
24. "The Giant's Daughter"; Scandinavian tale.
25 - 35. all tales which are supposedly feminist, or at least with non-stereotypic feminine roles.

APPENDIX C.

LESSON PLAN TO
NON-SEXIST FAIRY TALE DISCUSSION

OBJECTIVE 1: Be able to discuss observed stereotypic roles (15 minutes).

A. Introduction
  1. My name; I am a story teller and song singer.
    a. Tradition in Europe for centuries.
    b. Present a play, really a tale to you today.
  2. I like to tell stories about animals and people who can do lots of things which are new and exciting.

B. Monkey Song
  1. Use guitar and active gestures.
  2. Teach song to children & teacher.
  3. Song is attached since it is not published.

C. Stereotypic role concept --- Discussion through questions
  1. Does it matter while you are singing this song, if the monkey is a girl or boy? (No)
  2. I don't care if a person or animal in a story is a girl or a boy, as long as they try to do what is right, truthful and beautiful.
  3. Let's talk about what we think a boy or a girl should be like.
    a. "What are little boys made of?........."
    b. "What are little girls made of?........"
  4. Does this mean grownups are really different depending on their being a woman or a man?
  5. Can a woman fix a car, go to work, fix things around the house with a hammer......and still be a woman?

6. Can a man cook well, clean house, go to work or change a baby's diapers?

7. Does it matter whether you are a boy or girl when you grow up and you want to be:
a carpenter, a painter, a pilot, a school teacher, a president, a cook, a ski instructor, a bridge builder?

8. Which is better a king or a queen? (Neither)

D. What is Maria Morevnia like?

E. What is Alexi like?

OBJECTIVE 2: Be able to realize that evil in fairy tales is not only the evil usually personified by the evil female witch. (5 minutes).

A. Wolf stories --- evil without gender

1. Lets remember a story like "The Three Little Pigs" or "Little Red Riding Hood."

2. Is the wolf a boy or a girl?

3. Does it matter?

B. Evil witch stories

1. Does it always have to be a bad woman in all stories?

2. Lets name a few like "Cinderella", "Snow White", "Hansel and Grettel".

3. All the bad people in television and movies are not just women or just men.

C. What is Koschei like?

D. What is Baba Yaga like?

OBJECTIVE 3: Enjoy the dramatized fairy tale (35 minutes).

A. Present the fairy tale to the children in person or use the videotape in the future.

B. Clap loudly afterward.

OBJECTIVE 4: Be able to express through art a particularly meaningful personal awareness gained during the fairy tale. (Teacher follow-up).

A. This is a suggested activity for the teacher to do later in the day.

   1. A bulletin board display might be made a few days afterward with the children's drawings.

   2. For those who can write well, a caption might be made under the picture.

   3. Perhaps a book might be compiled that the teacher could use if the story were retold in a few weeks.

B. This activity would be a meaningful assessment for the adults involved in such an innovative curriculum unit.

   1. Perhaps the drawings would point to particularly meaningful story figures or images.

   2. Perhaps the drawings of boys would be quite different from those of the girls.

   3. Perhaps the drawings of both boys and girls would be similar since the role-models are non-stereotypic and if this were so, would this not be a measure of success.

"Monkey Song"

When you clap, clap, clap your hands.
The monkey claps, claps, claps its hands.

Monkey see, and monkey do,
The monkey does the same as you.

This is repetitive with active gestures such as:
- stomp your feet
- shake your head
- turn yourself about
- jump

C-4.

APPENDIX D

1.

King has 1 daughter

A. dance

sword, horse ⇒ warrior princess
white & gold uniform

B. girl who didn't want a husband
suitors ⇒ no!

C. Prince Alexi loved / warrior in MM
fight beside her
loved MM

D. Married & became rulers TAMBORINE

2.A

MM

Happy for 1 year

MM ⇒ goes to Western border to defend against attack

MM gave / keys to Alexi

" never go to E tower,
nor open / door w this key"

3.A

MM

Alexi – kind & simple ♂

1st day ----

2nd " ----

3rd " ---- missed ♀, he was alone

⇒ used / key

Old man chained to / wall

1st - H_2O to dying man? 1 jar

2nd " " " " ? 2 "

3rd - " " " " ! 3 "

threatening

4.A

COSCHEZ MASK & CAPE

You have helped me, I am Wiz Coschez

MM father chained me.

Now I will go take MM as mine!

OFF MASK

Alexi astonished as Wiz C. flew off

He carried MM off into / horizon

Country mourned

Alexi said it was his fault.

TAMBORINE

D-1

BEST COPY AVAILABLE

mm 5

WC - black horse
@ dusk rode ~~thr~~ it out of / cottage.
WC flew away
Alexi came to her
Maria blamed him
"No blame, Maria; we have only a
few hours alone."
MM = "Kill me now, Alexi, I can not
bear living here."

---

mm 6

Can't get rid of a simple man
1st horn --- barrel
WC MASK
"I smell / bones of a ♂ Maria.
Raven you say? Bone down chimney
All right!

OFF MASK

---

mm 7B
WC
2nd ~~day~~ night: MM & Alexi plan what to do
. He will go + search for help

Very hard to get rid of simple ♂
hide under bed
WC MASK
smell / bones of a ♂ Maria
raven you say?

MASK OFF

---

mm 8B

3rd day, Alexi goes

In the woods meets a raven,
an eagle & a hawk.

Tells them / whole story,

TAMBORINE

get kerchief.

D-2

~~Eagle~~ Hare said:
"Find a horse as fast as W.C.'s"
Hawk said:
"W.C. was given one by Baba Yaga"
watched 300 horses for 3 days.
& Eagle said:
"Take this magic KERCHIEF
bridge & stretch it over / river
of fire & cross it to Baba Yaga's
hut."

mm

10C

Alexi rode in 1 direction
Could go no further & kept going.
KERCHIEF BRIDGE & crossed
let his horse go
So hungry
1. Baby bird. Mama bird begged "No!"
2. Honey. Queen bee begged "No!"
3. Crayfish, it begged "No"

Alexi so hungry!

mm

11C

Alexi had no energy left, &
he barely pulled himself to climb / cliff
Hut on chicken legs turning around
MASK B.Y.!

mm △ VOICE

12C

Hello Alexi!
Heard you were coming
I will spare your life if you
watch my horses.
Alexi
Make a deal? - If you do
so for 3 days, a gift of a
horse? OK

OFF MASK

D-3

BEST COPY AVAILABLE

13C

Meadow of horses
1) 300 diff directions
flock of birds picking @ horses tails
2) Line of forests
bees drive on

B4 MASK ON

Talks to horses.
Jump / cliff in / morning

14C

MM
3) Horses jump cliff
swim out into / ocean

Alexi could do nothing.

Evening crayfish ⇒ horses
Crayfish says:
"take tiny colt wh would die
yesterday in your arms + run!"
TAMBORINE'

MM: 15D

Alexi let / tiny colt eat for 12 days
A) Grew } ⇒ turned
B) Strong } white

Alexi goes to get MM who has been waiting brave
courageous + very careful w WC

WC rides out @ dusk. Horse stumbles
+ says Alexi returned.

D-4

mm 16 D

~~WC~~ A & MM on huge white horse
WC chased for days

A & MM horse is ~~A~~ slow for 2 riders

WC approaches
white horse asks black one,
"Sister, why do you carry
such a wicked man on your back?"
WC thrown

MM 17 D

TAMBORINE IN HAND

1. Peace returned to / land
2. Alexi + MM go out into / country

Marea Morevnia ~~now~~ wears her
white + gold + NOW she rides the
black horse!

D-5

Importance of Mathematics to Daily Living

Understanding Math Anxiety

Prepared for James Armitage
University Hills Elementary

By Melissa Gavend

WmSt 304
April, 1982

Lesson Plan for WmSt 304
Instructor: Melissa Gavend
Discipline: Women Studies
Grade Level: 4th and 5th
Uni-Hill Elementary

Format: Introduction/discussion/evaluation
Time frame: 45 minutes
Supplementary materials: "Math Games People Play", Peanuts catoon, "Tips to Conquer Math Anxiety", Time 3 May, 1982, "Best Bet Jobs", "Mathematics and Your Child's Career", "A Look at Tomorrow", notes on women mathematicians, "Occupations Related to Math"

GOAL: The purpose of this curriculum unit is to demonstrate to the students the importance of mathematics to daily living and to enable them to identify and overcome math anxiety.

OBJECTIVES FOR THIS UNIT: Students will

1. understand what math anxiety is.
2. develop some methods to use in order to overcome math anxiety.
3. explore what is happening in society regarding the computer age.
4. recognize that the more powerful high paying jobs involve math.
5. explore some women's career roles in math for the future and in the past.

OBJECTIVES 1: Students will understand what math anxiety is.

A. Instructor will read "Math Games People Play"[1]
    1. As a guide for student self-evaluation
    2. As a tool to identify math avoidance
        a. Do any of you sometimes think math is unrelated to your lives? If so do you avoid it? How? Do you ever say "I can't" when really you just won't? Why might we do this?
B. Students will be given a copy of a Peanuts cartoon on math anxiety.[2]
    1. As a method to make learning fun
    2. As a tool to define math anxiety
        a. How many of you think that people that can do math have a magic gift rather than a set of skills that can be learned, practiced, and developed? Do people magically know how to ride bikes and spell words? Bike riding, spelling and math are all skills we learn.
        c. sometimes we forget this when we are doing math because we often believe mathematicians do math instantly and find it easy. What happens to us when we think like this? Do you think this might make us panic or stop trying if we don't get the correct answer immediately?
C. Instructor will discuss the symptoms of math anxiety.
    1. As a method to define the feeling of "anxiety"
        a. Does math make you nervous or fearful? When you feel this way does your mind get fuzzy? Do you begin to mistrust your intellectual ablities?
        b. Do you begin to demonstrate the self-defeating self-talk like we discussed when I read "Math Games People Play"?

OBJECTIVE 2: Students will develop some methods to use in order to overcome math anxiety.

A. Instructor will discuss why we may experience math anxiety.
   1. As a method to help students work through math phobias
      a. math is presented as a rigid, authoritarian disipline where time can interfere with success
      b. we have a "male" stereotype associated with math and math professions(e.g. engineering, chemistry, and physics which may alienate girls from studing math
      c. the vocabulary of math may be unclear; — can mean subtraction or it can mean a negative number; and 0 can mean "nothing" but it can also mean "something" when used as a place holder as with metrics.

B. Students will be given a copy of "Tips to Conquer Math Anxiety".[3]
   1. As a tool to help students work through math fears

C. Instructor will stress the importance of dealing with one's feelings about math and relate some of her own personal feelings and experiences with mathematics.
   1. As a method to treat math anxiety
      a. express negative emotions which are keeping you from learning math this will provide insight into what is blocking learning
      b. If you feel you hate math say "I hat math" or "math makes me feel angry, frightened, bored, ect." It is important to realize these feelings.
      c. once we face our feelings about math we don't have to play games to avoid it, once we stop avoiding math, it will become less scary, difficult and we might even start to like it or have fun with it.

OBJECTIVE 3: Students will explore what is happening in society regarding the computer age.

A. Instructor will discuss some uses of computers and the increase of computer thchnology while she hands out a Time magazine to be passed around.[4]
   1. As a method to introduce an important use of math.
      a. What do computers do for us? They 1)categorize: to divide things into groups that belong together, 2) they analyze: to separate things into parts and examine them 3)they interpret: to translate or explain meanings computers help us do more work much much faster.
      b. However, it requires people to program, build and use computers. We must know math in order to "talk" to them.. Mathematical symbols are the computers language.

B. Students will brainstorm activities which involve computers and computer (math) skills.
   1. As a method to connect computers to daily life
      a. home video games
      b. caculators, ect

C. Students will brainstorm jobs which involve computers and they will receive a copy of "Occupations Related to Math"[5]
   1. As a method to demonstrate how math skills are related and are relevant to students careers.
      a. computer programmer
      b. systems analyst, ect.

OBJECTIVE 4: Students will recognize that the more powerful high paying jobs involve math.

- A. Students will receive a copy of "Best Bet Jobs" for the 1980's and discuss what jobs require math skills.[6]
  - 1. As a guide to employment prospects for the future.
- B. Students will discuss whether men or women should or could hold these jobs.
  - 1. As a method to determine the specific tasks and activities that comprise these jobs.
    - a. How many of jobs require math skills? Which ones?
- C. Students will be given a copy of "Mathematics and Your Child's Career"[7]
  - 1. As a guide to current job oppoutunities
  - 2. As a method for encouraging girls to pursue math and math related careers

OBJECTIVE 5: Students will explore some women's career roles in math for the future and in the past.

- A. Students will be given a copy of "A Look at Tomorrow" to fill out.[8]
  - 1. As a method to discuss future possibilities of male and female roles
  - 2. As a method to discribe their own future possibilities.
- B. Instuctor will present some biographies of women mathematicians.[9]
  - 1. As a tool to provide girls with role models.
  - 2. As a method to demonstrate that women do become mathematicians
    - a. Hypatia- she lived and worked in Alexandria, in a time when the city was a center for Greek intellectual life. She died at the hands of the Romans who didn't respect Greek scientific thought. She worked with conic sections. A.D. 370-415
    - b. Sophie Germain 1776-1831 She had a strong mind and was determined to educate herself. Her parents discouraged her from studying because they thought girls shouldn't use their minds. But Sophie was very smart and taught herself calculus. Later she won awards at a University by using a man's name because women were not admitted to the school. Even after they found out she was a woman she won several more prizes.
    - c. Grace Chisholm Young 1868-1944 She lived in the Victorian era. Still, women's education was restricted to the Bible. She wanted to go into medicine but this was forbidden. On her 21th birthday she went to a university where they didn't give formal degees to women. However, she worked so hard and did so well in math that she became the first woman to be in The Mathematics Club of Gottingen. This was in 1902.

Math Games People Play

with yourself

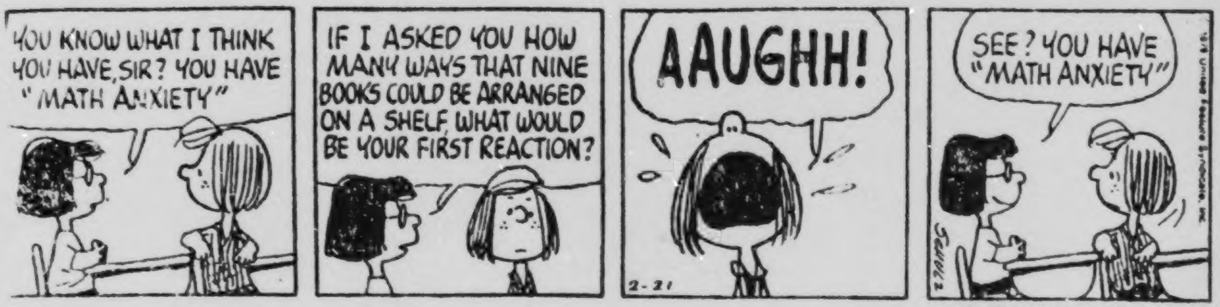
1) Everybody knows what to do except me.
2) I don't do math fast enough.
3) I'm sure I learned it, but I can't remember what to do.
4) I knew I couldn't do math.
5) I don't have a math mind.
6) I got the right answer, but I did it the wrong way.
7) This may be a stupid question but:..
8) It's too simple.
9) Math is unrelated to my life.

other people play on us

1) You did it the wrong way.
2) You should know that.
3) You will never be able to do math
4) It's obvious.
5) That's an easy problem.

Tips to Conquer Math Anxiety

1. Realize it has taken centuries or longer to develop math so you need not expect to solve problems in a few short minutes.
2. You have the right to move at your own pace and not feel dumb if you are slower then someone else.
3. You have the right to count on your fingers.
4. You have the right to ask questions if you don't understand something.
5. You have the right to ask for extra help.
6. You have the right to view yourself as capable of learning math because you are.
7. You have the right to define your own success. Trying is very important, if you are really trying then you are succeeding!
8. You have the right to dislike math. Acknowledge your feelings about math to avoid playing "I can't" games.
9. Relax and take deep breaths because you have the right not to experience math anxiety.


YOU KNOW WHAT I THINK YOU HAVE, SIR? YOU HAVE "MATH ANXIETY"
IF I ASKED YOU HOW MANY WAYS THAT NINE BOOKS COULD BE ARRANGED ON A SHELF, WHAT WOULD BE YOUR FIRST REACTION?
AAUGHH!
2-21
SEE? YOU HAVE "MATH ANXIETY"
SCHULZ

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cartoon accompanying article: Tobias, Sheila. "Math Anxiety, What You Can Do About It." Today's Education, 69, No. 3 (Sept/Oct 1980).

Best Bet Jobs in the 1980's

Accountant/auditor

Automobile mechanic

Bank officer or manager

Carpenter

Computer programmer

Computer systems analyst

Dentist

Drafter

Electrician

Emergency medical technician
 (ambulance attendant)

Industrial machinery repairer
 (maintenance mechanic)

Lawyer

Manufacturer's sales representative

Machinist

Pharmacist

Plumber and pipefitter

Police officer

Truck driver (local only)

Welder

A Look at Tomorrow

What will you be doing in the future? Will your job involve math?

a. Tomorrow I'll be____

____

b. Next year I'll be____

____

c. In ten years I'll be____

____

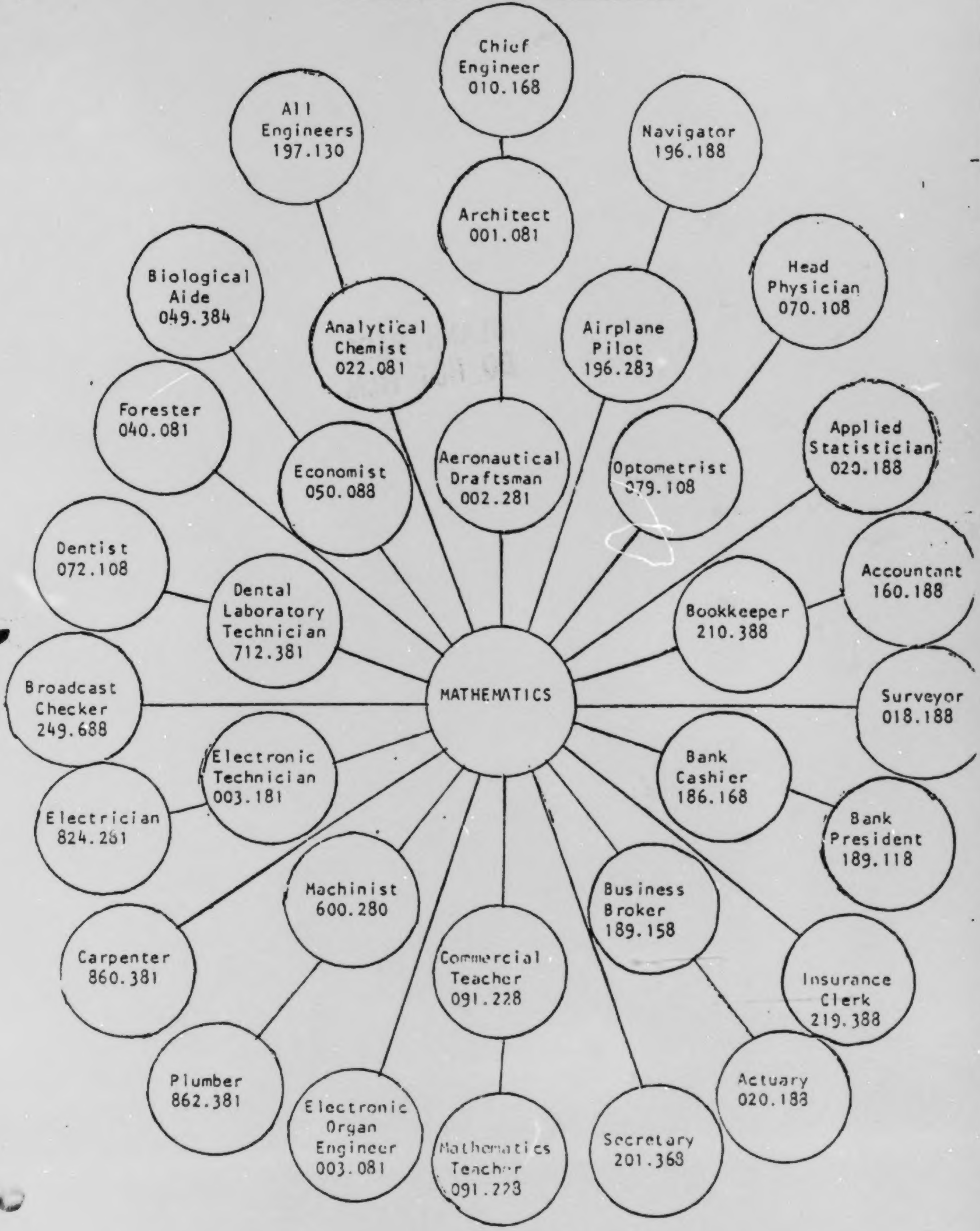
d. Someday, I'll____

____

e. I wish I could____

____

OCCUPATIONS RELATED TO MATHEMATICS


MATHEMATICS
Chief Engineer 010.168
All Engineers 197.130
Navigator 196.188
Architect 001.081
Biological Aide 049.384
Analytical Chemist 022.081
Airplane Pilot 196.283
Head Physician 070.108
Forester 040.081
Economist 050.088
Aeronautical Draftsman 002.281
Optometrist 079.108
Applied Statistician 020.188
Dentist 072.108
Dental Laboratory Technician 712.381
Bookkeeper 210.388
Accountant 160.188
Broadcast Checker 249.688
Surveyor 018.188
Electronic Technician 003.181
Bank Cashier 186.168
Electrician 824.281
Bank President 189.118
Machinist 600.280
Business Broker 189.158
Carpenter 860.381
Commercial Teacher 091.228
Insurance Clerk 219.388
Plumber 862.381
Electronic Organ Engineer 003.081
Mathematics Teacher 091.228
Secretary 201.368
Actuary 020.188

NOTES

[1] "Math Games People Play". This material has no traceable source. This is a problem in developing curriculum units. Therefore, it is helpful and important to cite all references.

[2] Peanuts cartoon from: Sheila Tobias, "Math Anxiety, What You Can Do About It." Today's Education, 69, No. 3(Sept./Oct. 1980), p.26.

3Sheila Tobias, Overcoming Math Anxiety(New York: W.W. Norton and Co. Inc., 1978)p.236

[4] Frederic Golden, "Here Come the Microkids." Time, 3 May 1982,pp.50-5

[5] "Occupations Related to Math." This material lacks citation information.

[6] Kathryn Stechert, "Best bet Jobs," in Sex Equity Handbook for Schools, ed. Myra Pollack Sadker and David Miller Sadker(New York: Longman,Inc., 1982), p.179.

[7] The Northern Colo. Educ. Board of Cooperative Services, Mathematics and Your Child's Career,(Denver: Colo Dept of Education, 1980)

[8] "A Look at Tomorrow", Today's Changing Roles: An Approach to Non-Sexist Teaching(Washington, D.C.: The National Foundation for the Improvement of Education, 1974), p.25.

[9] Teri Perl, Math Equals, (Menlo Park, CA: Addison-Wesley Publishing Co., 1978)pp.8-13, 62-65, 149-152.

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Doyle, Linda S. ed. Don't Dress Your Whale In Galoshes. Denver: Colo. Dept. of Educ., June 1980.

Kaseberg, Alice, Nancy Kreinberg and Diane Downie. Use Equals to Promote the Participation of Women in Mathematics. Berkeley: Unvi. of Calif: Lawrence Hall of Science, 1980.

Shapiro, June, Sylvia Kramer and Catherine Hunerberg. Equal Their Chances: Children's Activities for Non-Sexist Learning. Englewood Cliffs, NJ: Prentice-Hall, Inc., 1981.

Thompson, Doug. As Boys Become Men: Learning New Males Roles. Denver: Univ. of Colo. at Denver: Institute for Equality in Education, Sept. 1980.

These are sources which may be useful in developing a non-sexist curriculum.

Women in History

Prepared for Joe Zupancic
Monfort Elementary
Greeley

By Kristin Wilson

[illegible] Project
Women Studies [illegible]
University of Colorado
Ketchum [illegible] Campus Box [illegible]
Boulder, Colorado 80309

WS 304: Women's Studies curriculum

Winter quarter 1983

Student instructor: Kristin Wilson
Instructor: Joe Zupancic
Grade level: 5th grade
School: Monfort Elementary
Format: Lecture, excercises, handouts, AV materials
Time frame: 3 one hour sessions
Supplementary materials: records, handouts, excercises, women postcards

Goal: The purpose of this curriculum unit is to increase student knowledge of black women in history and their ability to research women in history. Students will prepare a nonsexist newsletter concerning National Women's History Week based on that knowledge and research skill aquistion.

Objectives: Objective 1. Students will identify black women in history.
Objective 11. Students will prepare brief oral presentations for class based on individual research.
Objective 111. Students will learn nonsexist writing skills to be utilized in the newsletter formation.

Objective 1. Students will identify black women in history.
- A. Black women will be presented to class.
  - 1. recorded speeches
    - a. Sojourner Truth
    - b. Ida B. Wells
    - c. Mary Church Terrell
    - d. Angela Davis
- B. Pass around women postcards.

Objective 11. Students will prepare brief oral presentations for class based on individual research.
- A. Women presented in class will provide list of women to choose from.
- B. Records and postcards can be used as resources.
- C. Distribute resource lists from school library, Greeley public library, and Weld county library.
- D. Lecture on research skills and resources.
  - 1. encyclopedias etc.

Objective 111. Students will learn nonsexist writing skills to be utilized in the newsletter formation.
- A. Provide excercised on sexist/nonsexist terminology.
  - 1. list of exclusive terms to be changed into sex inclusive terminology
  - 2. draw a picture of a caveman excercise
- B. Lecture/discussion on the importance of nonsexist terms in classroom material.

WS 304
Kristin J. Wilson

Early Caveman: Draw a Picture
Imagine what life was like for early cavemen. Where did he live? What kind of food did he eat? Think about how he made his weapons and cooking utensils. Now draw a picture of early cavemen.

WS 304
Kristin J. Wilson

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WS 304
Kristin J. Wilson

Early Cave People: Draw a picture
Imagine what life was like for early cave people. Where did they live? What kind of food did they eat? Think about how they made their weapons and cooking utensils. Now draw a picture of early cave people.

WS 304
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Early Cave People: Draw a picture
Imagine what life was like for early cave people. Where did they live? What kind of food did they eat? Think about how they made their weapons and cooking utensils. Now draw a picture of early cave people.

WS 304
Kristin J. Wilson

SEXIST VS. NEUTRAL TERMINOLOGY

Instructions: Replace each sexist term with a sex neutral term. Example: fireman--firefighter

policeman--____________

man, mankind--____________

paperboy--____________

housewife--____________

mailman--____________

his--____________

saleswoman--____________

repairman--____________

forefathers--____________

snowman--____________

weatherman--____________

waitress--____________

fisherman--____________

congressman--____________

Dear Sir--____________

WS 304
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fisherman--____________

congressman--____________

Dear Sir--____________

WS 304
Kristin J. Wilson

SEXIST VS. NEUTRAL TERMINOLOGY

policeman--police officer

man, mankind--people, humans, humankind, humanity

paperboy--papercarrier, paper delivery person

housewife--homemaker

mailman--mailcarrier, mail delivery person, mail deliverer

his--his/her, her/his, their

saleswoman--salesperson, salesclerk

repairman--repairer, repair person

forefathers--ancestors, predecessors

snowman--snow sculpture, snow figure

weatherman--weather caster, weather forecaster

waitress--waiter, waitperson

fisherman--fisher

congressman--congress member, congressional member

Dear Sir--To whom it may concern

Some black women in history one might use in research: Maria W. Stewart, Sojouner Truth, Mary Church Terrell, Angela Davis, Ida B. Wells-Barnett, Fannie Lee Chaney, Shirley Chisholm, Coretta Scott King, Mrs. Martin Luther King, Lucy Parsons, Harriet Tubman, Phylis Carter, Zora Neale Hurston, Emma Willard, Charlotte Ray, Wilma Rudolfe, Aunt Clara Brown, Marian Anderson.

Resource list, Greeley Public Library

Researching black women in history in difficult because ther is little documentation available. You may use your school library resources but, if it doesn't contain adequate material, here is a resource list in the Greeley Public Library. It is only a partial list.

The following are listed under WOMEN Biography:

396
P983
11
Putnam, Emily James
Lady, The. Studies of Certain Significant Phases of her History

396.97
B79
Bradford, Gamaleil
Portraits of American Women

T 920
c649m
Clymer, Eleanor (Lowenton)
Modern American Career Women

920
D124w
Daffan, Katie
Women in History

T920
G381w
Gresh, Harry
Women Who Made America Great

The following are listed under WOMEN in U.S. Biography:

396
B83
Bruce, H.A.B.
Women in the Making of America

R920
w62a
Who's Who in American Women

McHenry, Robert
Liberty's Women

The following are listed under NEGRO:

325.26
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The Negro in American History

Resource list, Greeley Public Library (continued)

Negro Year Book
325.261
N393
Negro Year Book, An Annual Encylopedia

Negro Education
T
B
B563a
Sterne, Emma
Mary McLeod Bethune

Negro Fiction
808.30
w319b
Washington, Mary Helen
Black Eyed Susan: Classic Stories by and about Black
Women

Resource list, Greeley Public Library (continued)

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325.261
N393
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T
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B563a
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Mary McLeod Bethune

Negro Fiction
808.30
w319b
Washington, Mary Helen
Black Eyed Susan: Classic Stories by and about Black
Women

What If I am a Woman? Black women's speeches. Narrated by
Ruby Dee. With Introduction by Ossie Davis
1977 Folkways records, FE 5537 Volume 1
Folkways Records and Service Corp.
43 W. 61st St.
N.Y.C., U.S.A.

National Women's History WeekProject
P.O. Box 3716
Santo Rosa, CA 95402

Sadker, Myra Pollack and David Miller, Ses Equity Handbook for Schools New York amd London, Longman 1982

Books

Myra Pollack Sadker and David Miller Sadker, Sex Equity etc (New York, . Longman, Inc., 1982).

Audio Video Material (Records)

Dee, Ruby. What If I am a Woman, Black ~~Womens~~ Womans speeches. ~~Narrated by~~, With introduction by Ossie Davis
1977 Folkways

Annie Wauneka-Navajo Indian/The Navajo Women's Culture

Prepared for Jean Jacobsen
University Hill Elementary

By Marolyn McCaffrey

Instructor: Marolyn McCaffrey
Discipline: General Education (History/Art)
Grade Level: First and Second Grades
School: University Hills Elementary School

Format: Storytelling, passing around artifacts, sandpainting
Time Frame: One hour
Supplementary Materials: Picture Book ("The Girl Who Wanted to Help"), Artifacts, Sandpainting materials (cardboard, pencils, Elmers glue, toothpicks, assorted colors of paint, and fine sand), 5-10 books illustrating Indian art.

Goal: The purpose of this curriculum unit is to introduce young children to nonsexist material that will represent women as active, responsible and capable people. Also, this unit will introduce the culture of a minority group in the United States, the Navajo Indians.

Objectives of this Curriculum:

I. To have students learn the story of Annie Wauneka, a Navajo Indian who brought modern healthcare to the Navajo Indian Nation.

II. To have the students learn about the culture of the Navajos.

III. To have the students learn the skill of sandpainting.

IV. To provide a bibliography for future reference.

Objective I, To have students learn the story of Annie Wauneka, a Navajo Indian who brought modern healthcare to the Navajo Indian Nation.

1. The picture book story, "The Girl Who Wanted to Help," is told to the students. The actual biography of Annie Wauneka[1] is too advanced for these children so the picture book was prepared for this age group and was donated to University Hills School. The picture book describes some causes for sickness among the Navajo, such as the scarcity of clean water. The book also describes some of the Navajo rituals which were carried out in belief this would restore the health of the sick people. One of these rituals was sandpainting. The story depicts Annie's eventual success in bringing modern healthcare to her people, through sanitation and medicine.

2. The children were free to ask questions and comment during the picture book reading. The children's feedback is important for improving the curriculum for the future. Pertinent feedback is listed on page three.

3. Annie's biography is listed in the bibliograghy because there is much more information about her and about the Navajo's that could be dispersed to the students that they could learn many things from.[1]

Objective II, To have students learn about the culture of the Navajos.

1. The picture book included much information about the Navajo lifestyle, religious rituals, and survival methods. The book explained that the

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box 325
Boulder, Colorado 80309

Navajo originally only hunted and grew sheep for their food, they didn't garden. Rather than tipis, they lived in huts called hogans, made of logs and with a dirt floor. It was hard to find water, and often the water they did find was not clean. When people got sick, it was believed that the gods were upset, so various rituals were carried out to regain the god's favor. One of these rituals was sandpainting on the floor of the sick person's hogan. After an entire day of creating an intricate and beautiful painting, the sand (which had not been glued down) was gathered and buried in belief that the illness was also being buried with the sand. The sand had been colored with various natural dyes from the woods.

2. An antique turquoise bracelet and a beaded leather headband, both made by Navajo Indians, were passed around for students to see, feel and ask questions about.[2] The bracelet is eighty to a hundred years old. It was explained to the children that Annie's mother may have worn a bracelet like that. The headband, made more recently by a young Navajo woman, is the type that young Navajo rodeo queens wear to the rodeo. The headband was designed with an intricate Indian pattern which was beaded on leather. For artifacts like these, the teacher or instructor may have a friend who is Navajo and who may be willing to lend artifacts that can be passed around to the students for their observation. Also, there may be an agency in the community representing Indians as an interest group, that might be able to provide artifacts for the educational experėence of the students. (For example, Boulder hosts an agency called the Native American Rights Fund)

   Artifacts are nice to have for this curriculum, however, if unattainable artifacts could be replaced with illustrations from any book about Navajo Indian implements from a library.

3. Some illustrations of sandpaintings[3] and an actual sandpainting[4] done by a Navajo woman were shown to the children. It was explained that historically, only men did sandpaintings and that it was only for the purpose of healing. Once again, the sand was not glued down and it was buried at the end of the day. Today, women do sandpainting as a hobby and also women often sell sandpaintings as wall hangings. Of course, these paintings are glued down. Although it was demonstrated to the children that both men and women have the ability to make sandpaintings, it is important that they know that it is the Navajo tradition that only men do sandpainting for healing purposes.

   It was explained to the students that a very good thing in the Navajo culture was that many people cared about the health of the sick person and many things, such as sandpainting, were done by family, friends and neighbors to help the sick person get well. Knowing that so many people cared about their health probably helped the sick people get well. It is important to demonstrate the good things about a culture to students so their minds will be open to change and to people and cultures that are different from their own.

4. Five books were handed out illustrating Indian decorative patterns and artifacts.[5] These books were also used in the sandpainting exercise. It was helpful to have at least one book at every table the students were seated at, because it was easier to share the books this way.

Objective III, To have the students learn the skill of sandpainting.

1. Preparation:

   Fine sand was mixed with dry paint to create 15 colors which were distributed in small paper cups in a baking pan in the middle of the table (two tables were used). Several toothpicks were in the pan (15 to 20). Seven children could be seated at each table. Each table had 7 small cups of Elmer's glue.[6]

2. Procedure

   Children were first shown illustrations of sandpaintings from a book.[5] Then they were asked to draw a picture either about the story of Annie or from the illustrations in books showing Indian artifacts and decorative patterns. They were draw their picture in pencil on a piece of cardboard. Once their drawing was completed they sat at the tables with the glue and sand paint.

   First they would fill in a space on their drawing with glue. Then they sprinkled sand on the glued part. They shook off whatever sand didn't stick to the glue in the bottom of the baking dish. Then, again they would fill in a section of their drawing with glue (using a toothpick) and repeat the procedure except with a different color.

   Once the painting was completed, it took about one to three hours to dry.

   After the children had already started their sandpainting, they were shown the authentic sandpainting done by the Navajo women. They weren't shown the sandpainting earlier because they needed to come up with their own ideas for a design.

Detailed Format of the Curriculum

1:00 p.m.	Class started. Instructor introduced. Picture Book story told. Illustrated sandpaintings shown to students.
1:20	Children started drawing their own drawings. Books illustrating sandpainting and Indian designs passed around.
1:30	Artifacts passed around to help students who still didn't have ideas for their drawing.
1:35	Sandpainting started for the students who had finished their drawing.
1:45	Genuine Navajo sandpainting was displayed.
2:00	Class ended.

"Suggestions"

These are some of the student's responses that may be helpful in preparing this curriculum for future use.

1) Sketches from the picture book had been traced from a coloring book[7] or drawn by two distinct artists.[8] Children noticed the differences in styles and asked for each page where the picture came from, the coloring book or one of the artists. This was somewhat distracting from the story which the instructor was trying to tell. One style of sketch may have been more effective in creating the picture book.

2) Sometimes students didn't get a clear meaning of what I said. It is important for this age group to use short sentences and easy words as well as simple concepts. These children were quick to ask about inconsistent information. If I had to use a word I wasn't sure they knew the meaning of, I would ask them if they knew the meaning of that word, then I would ask them to tell me its meaning so I could confirm their understanding.

3) Children enjoyed touching the bracelet and the headband, and they also enjoyed putting them on and wearing them.

4) Until they saw illustrations of sandpaintings, some students had expressed their desire to sandpaint Christmas trees. In this case, it may be important to remind the students this is a lesson about Navajo Indians and request that they stick to the subject matter for their sandpaintings.

5) Some students wanted me to draw their pictures for them. In this case, it is important to express your confidence in their creative and artistic abilities. This seemed to inspire them to come up with their own ideas and to make the effort to draw for themselves. Talking to them about ideas shows you are interested and care, and that seemed to be enough to get them going.

6) Students discovered that the discarded sand mixed to become a pretty combination of colors. They used this mixture in their paintings.

7) Some children took longer to draw their picture. This worked out well because there wasn't enough room for them all to sandpaint at the same time.

8) Questions and comments during the picture book reading included:
   a) recognition of Navajo hunting weapons (tomahawk and bow & arrow, etc.),
   b) compliments on artwork,
   c) did the Indians celebrate Christmas?

9) The students were in general easy to make friends with, and they reached out to me. It is important to listen to them and to be patient with their questions and distractions.

Notes

[1] Mary Carrol Nelson, Annie Wauneka, The Story of an American Indian, (Minneapolis, Dillon Press, 1976), pp.3-56.

[2] Artifacts supplied by Carolyna Smiley Marquez, Navajo Indian and also Women Studies Instructor, University of Colorado.

[3] Tom Bahti, Southwestern Indian Ceremonials, (Las Vegas, KC Publications, 1970), pp.5-9.

[4] Sandpainting, by Gracie Dick, was also supplied by C. Smiley Marquez.

[5] Leroy Appleton, American Indian Design and Decoration, (New York, Dover Publications, 1971).

Paul E. Kennedy, North American Indian Design Coloring Book, (New York, Dover Publications, 1971).

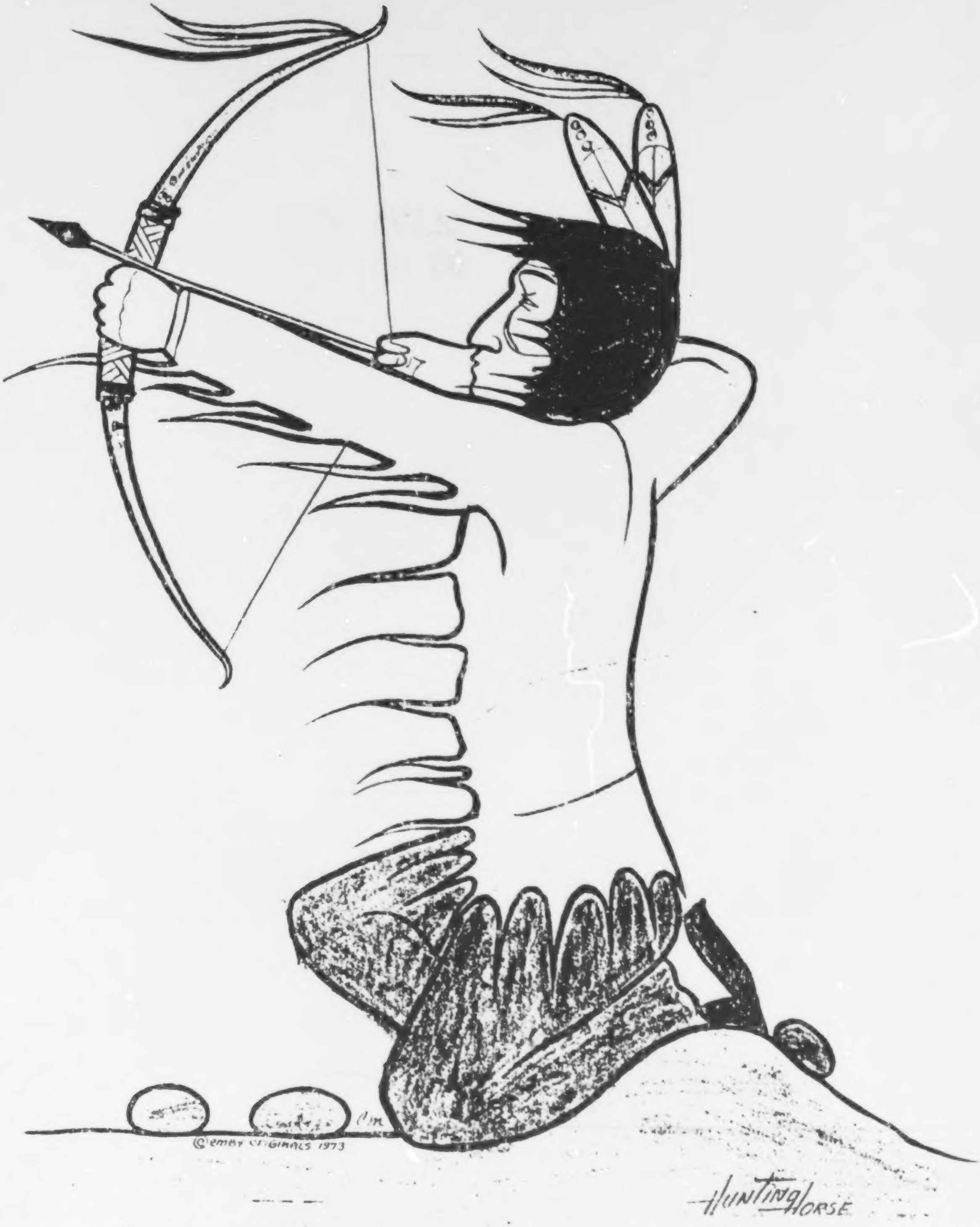
Tom Bahti, Southwestern Indian Arts & Crafts, (Flagstaff, KC Publications, 1970).

Tom Bahti, Southwestern Indian Tribes, (Flagstaff, KC Publications, 1968).

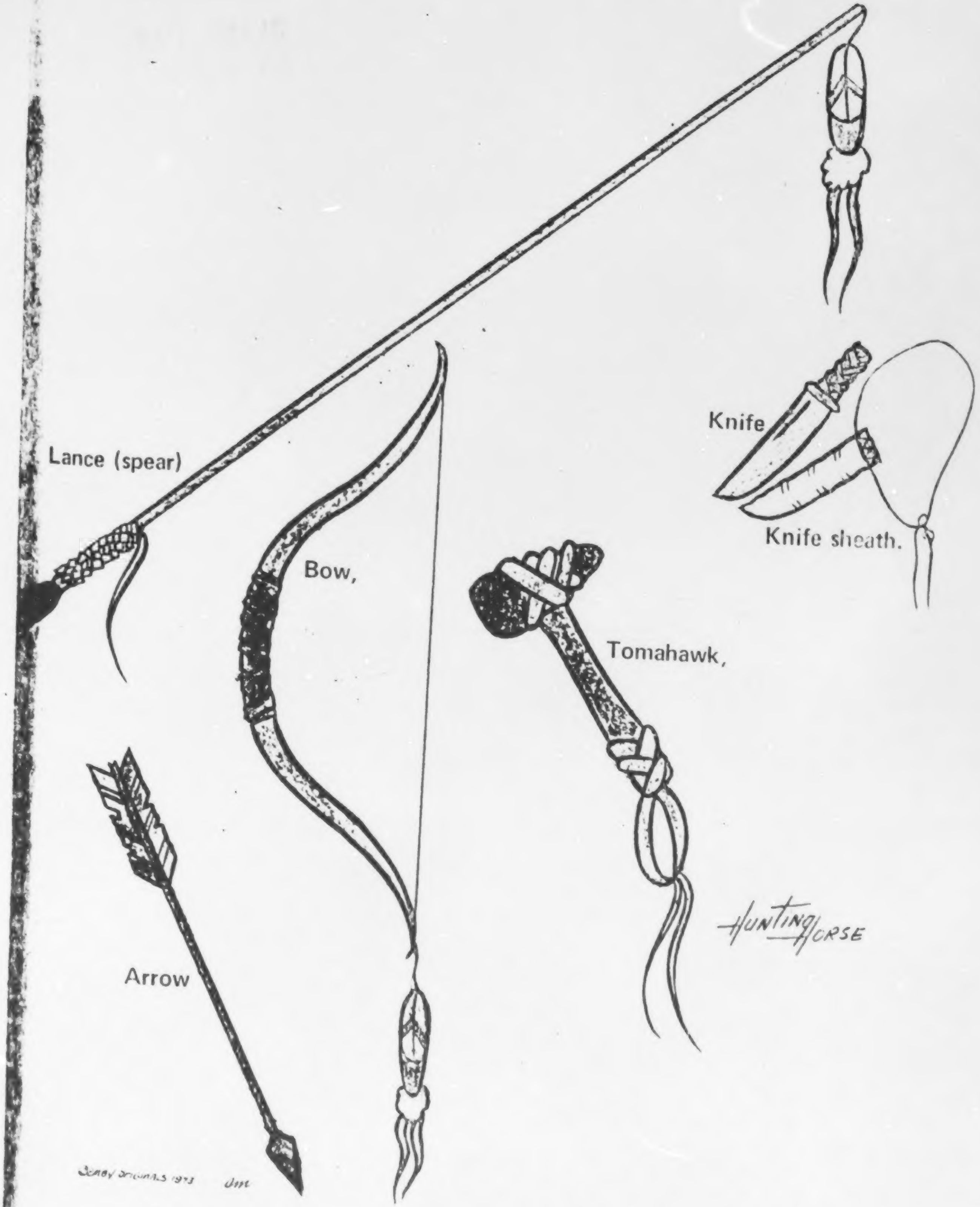
[6] All Sandpainting materials provided by Universtiy Hills Elementary School.

[7] Hunting Horse, Indian Legends and Coloring Book, (Phoenix, Emby Originals, 1973).

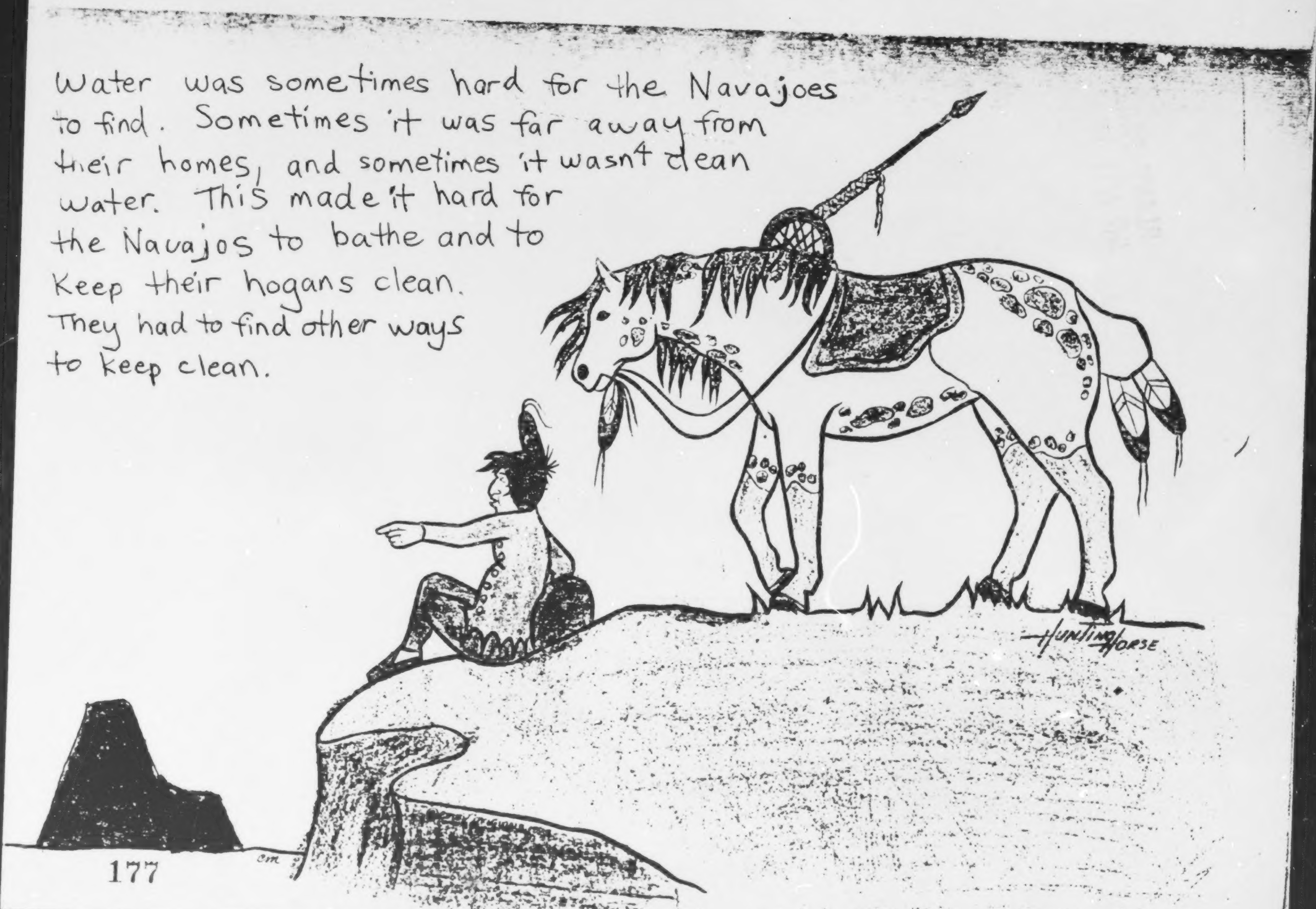
[8] Sketches done by G.L. (Doc) Ross, illustrator, Boulder Colorado, and by Marolyn McCaffrey, amateur artist, Boulder, Colorado.

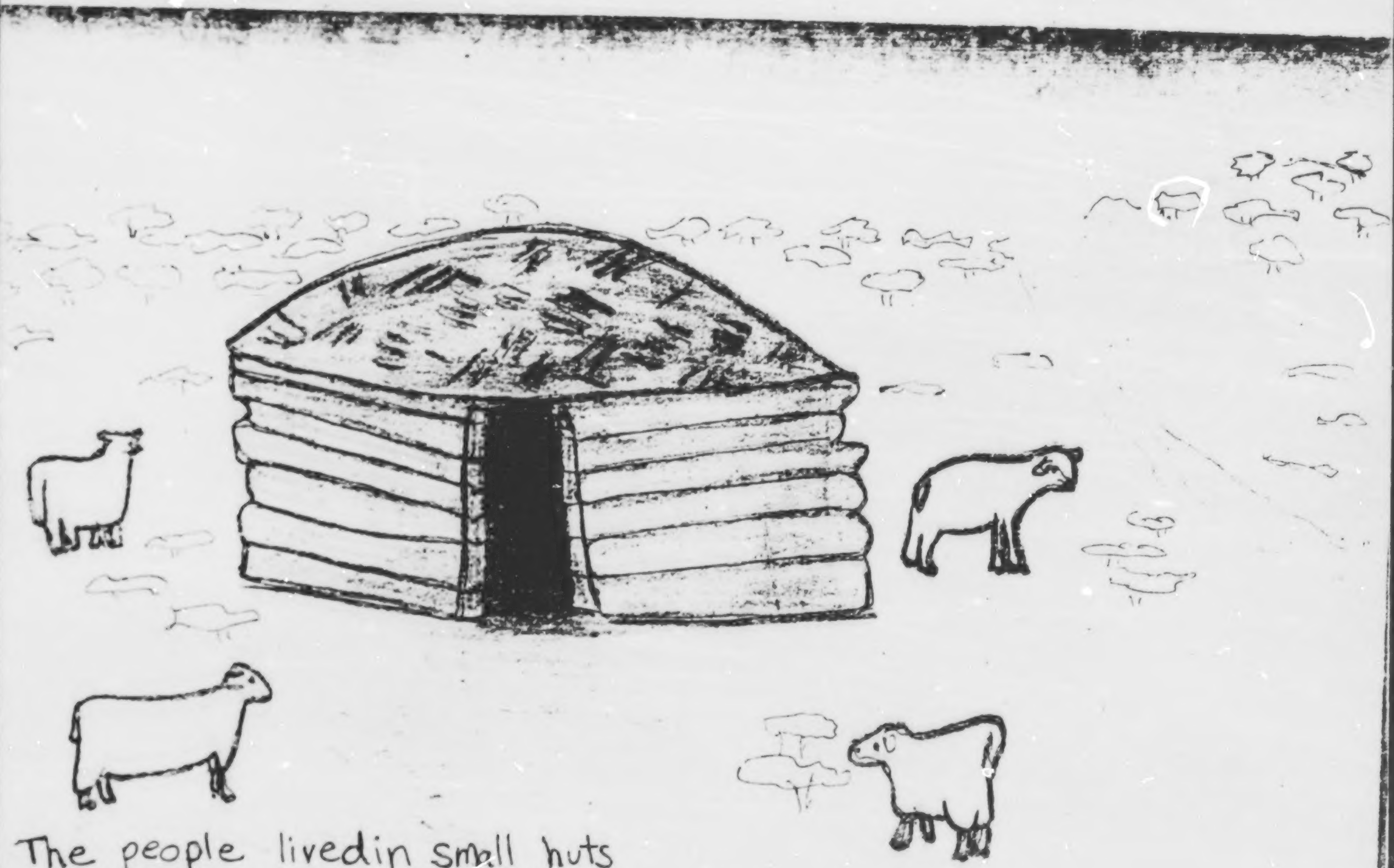

Cm
©emby ORIGINALS 1973
Hunting Horse

The Navajo Indian people hunted and gathered for their food. They also raised sheep. They did not garden for food.

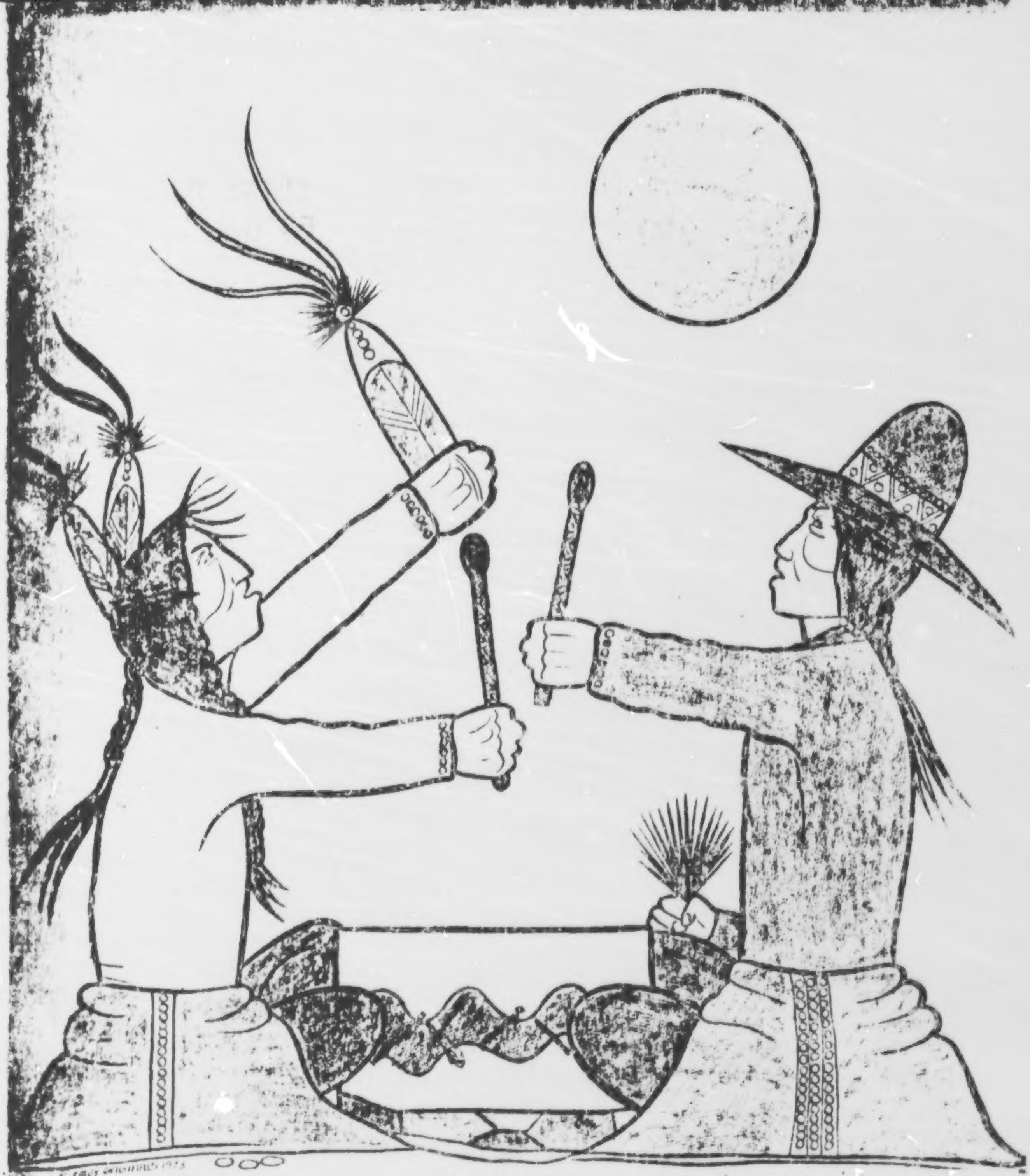

Lance (spear)
Knife
Knife sheath.
Bow,
Tomahawk,
Arrow
Hunting Horse
Derby Originals 1973 dm

Water was sometimes hard for the Navajoes to find. Sometimes it was far away from their homes, and sometimes it wasn't clean water. This made it hard for the Navajos to bathe and to Keep their hogans clean. They had to find other ways to keep clean.



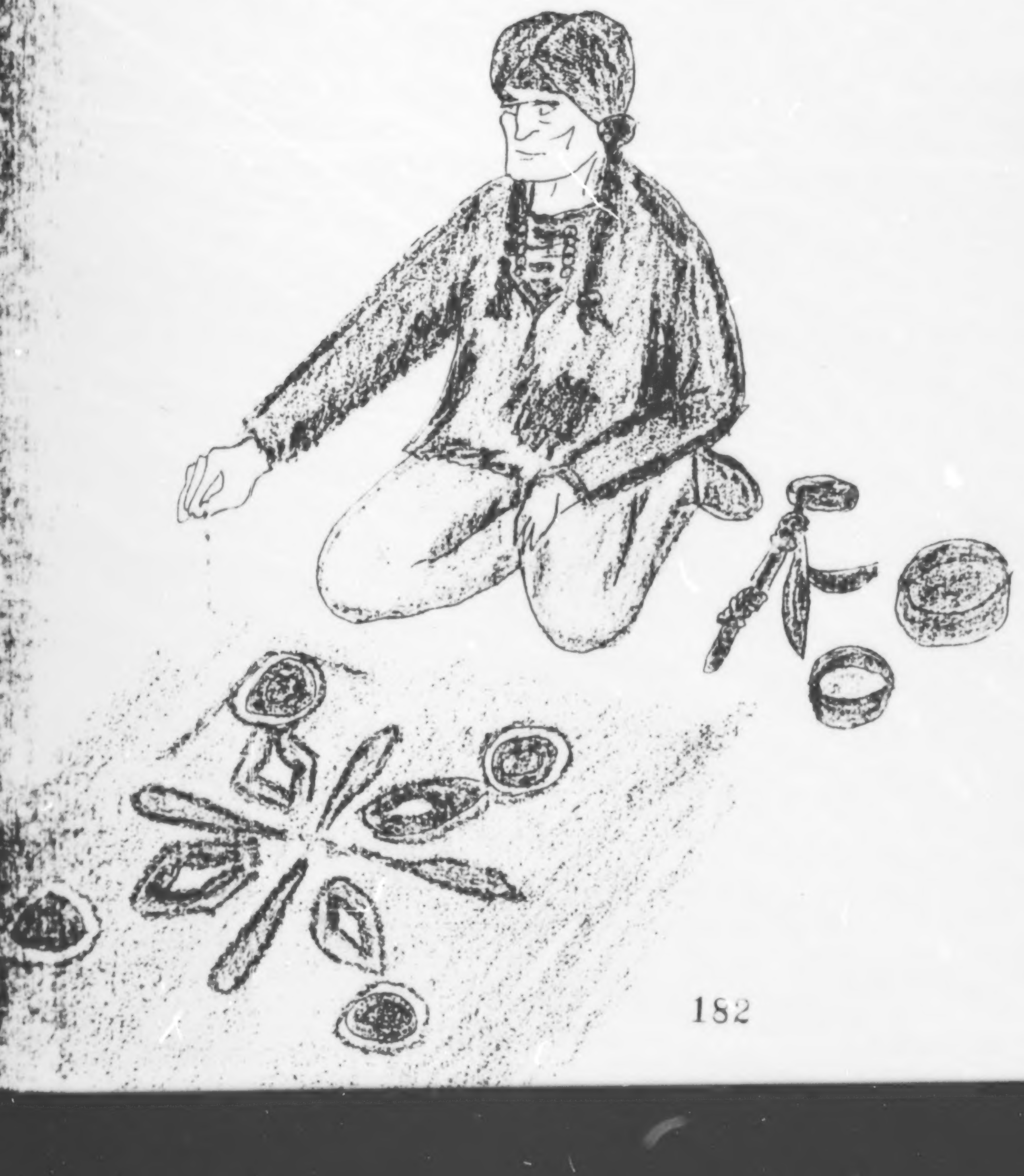


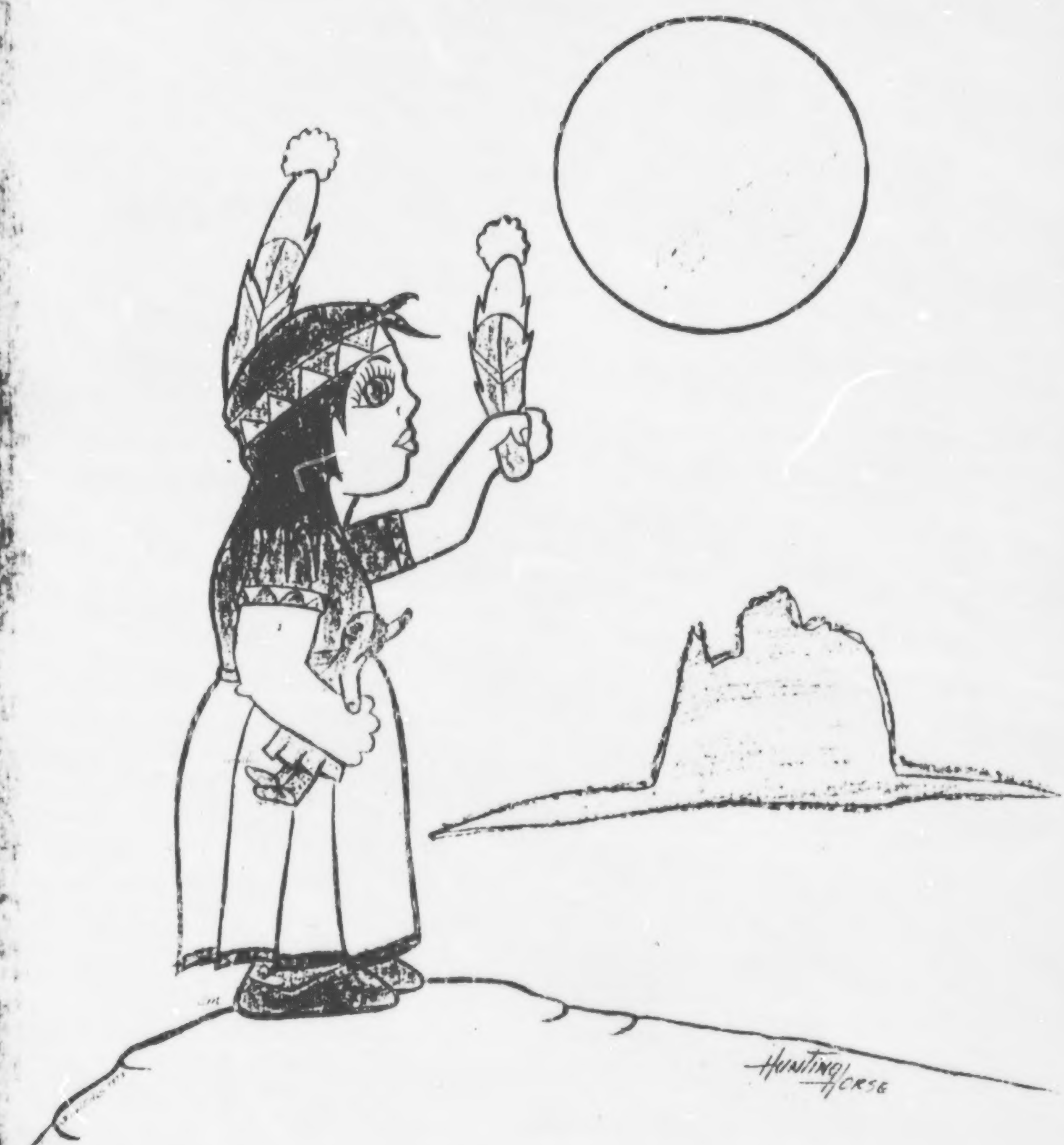
The people livedin small huts
made of logs with a roof madeof sticks and grass and mud.
There was no window and the dirt was the floor.



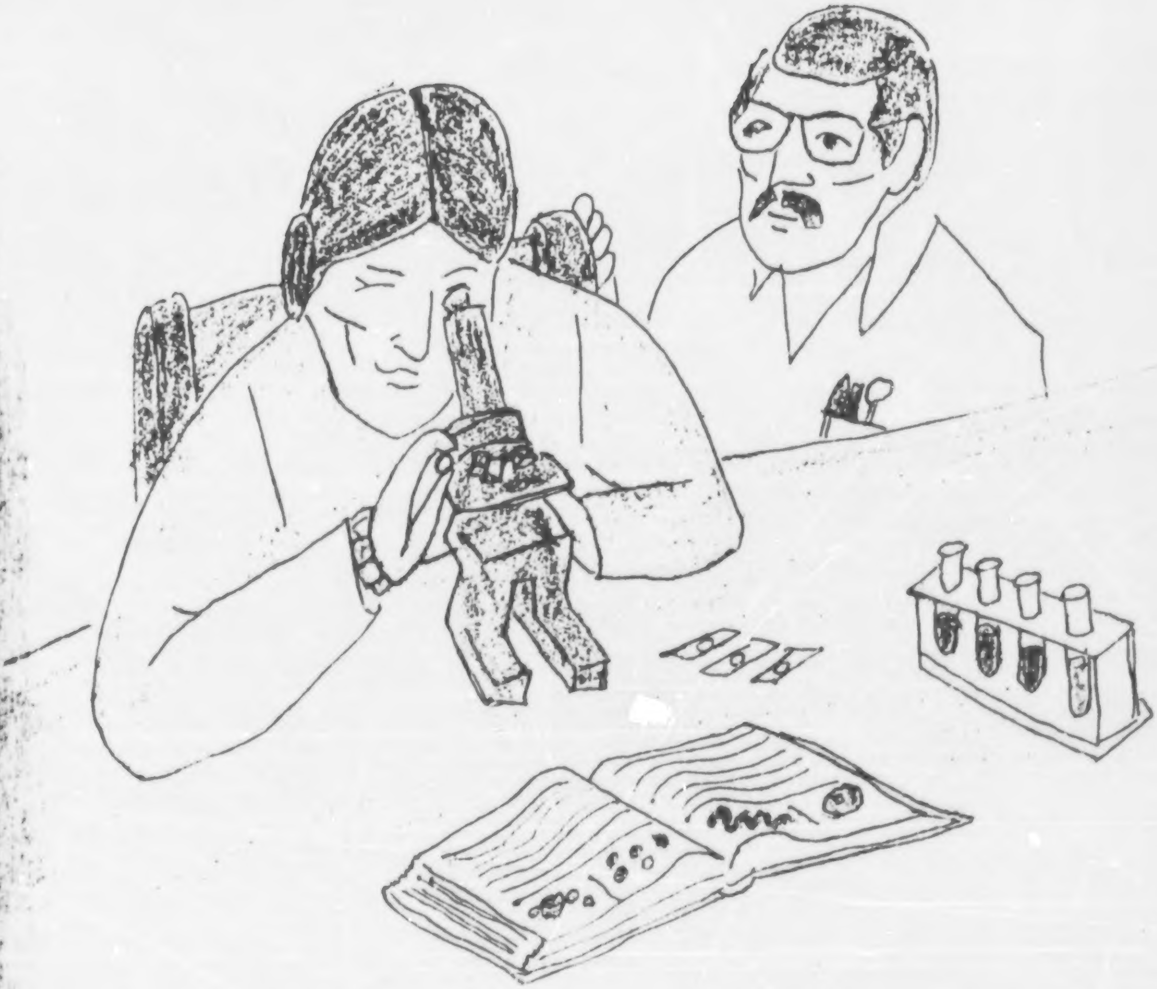
The Navojos believed that people got sick because the gods were upset with them for not obeying religious rituals. The Indian people believed in many gods and not just one god. To please the gods the Indians would sing and dance and do other things so the sick person would get well again.

Sandpaintings were made on the floor of the sick person's hogan. It took all day to make the painting. It was not glued down, and at the end of the day, the sand was gathered up and buried. This was to bury the sickness. The sick person was aware that friends, relatives and neighbors were working hard for the return of their health. It must have felt good to know that so many people cared about them. This probably helped them get well.



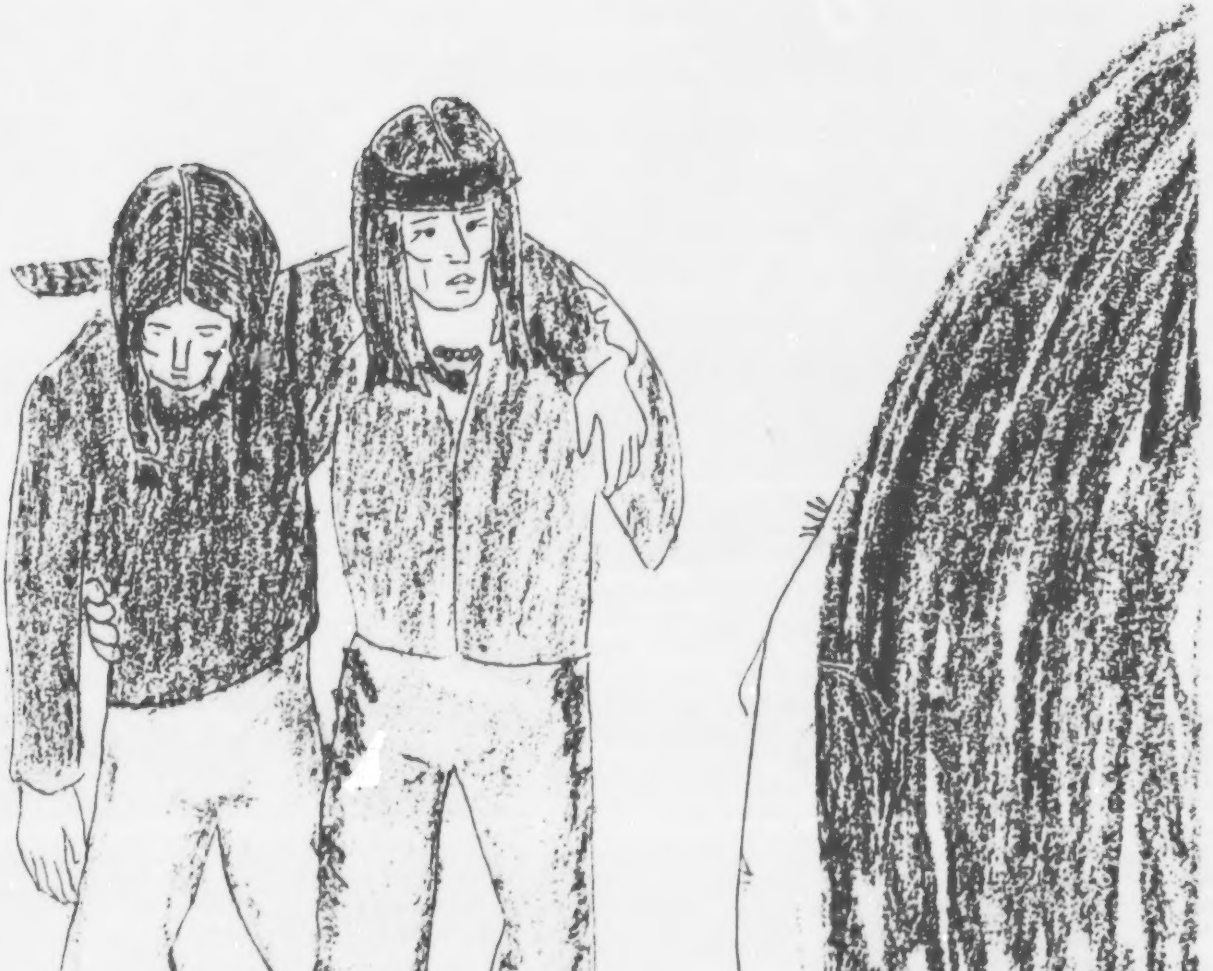


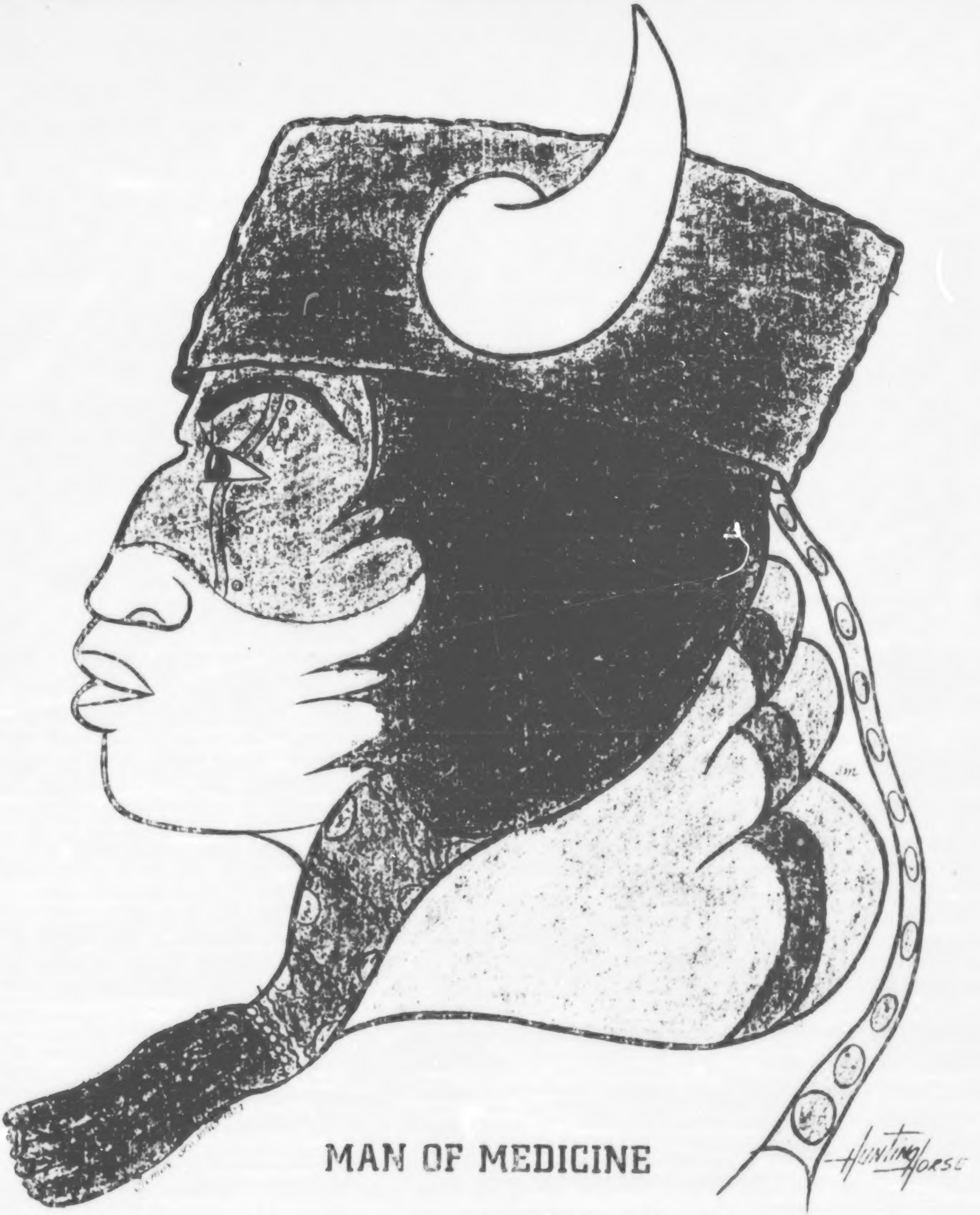
Many years ago, in 1917, widespread disease struck
the Navajo Indians and many people died. There was
a little girl named Annie Wauneka who saw these people
suffering and dying. Annie was very sad and she decided
she would help her people when she grew up.



When Annie grew up she went to white doctors to learn as much as she could about sickness. She learned that sicknesses are caused by germs. She found out that it is important to fight and kill germs. It's important to stay clean to stay healthy, so germs can't grow. She knew her people might be afraid of the white doctors. It was hard to teach her people about germs and get them to go to white doctors when they were sick. But she worked very hard and her people started going to white doctors for the medical help they needed.

When Indian people went to white doctors, Annie went with them to make them feel more comfortable. She also visited their families, who missed them very much and were glad to hear from them. She travelled long distances to help her people.

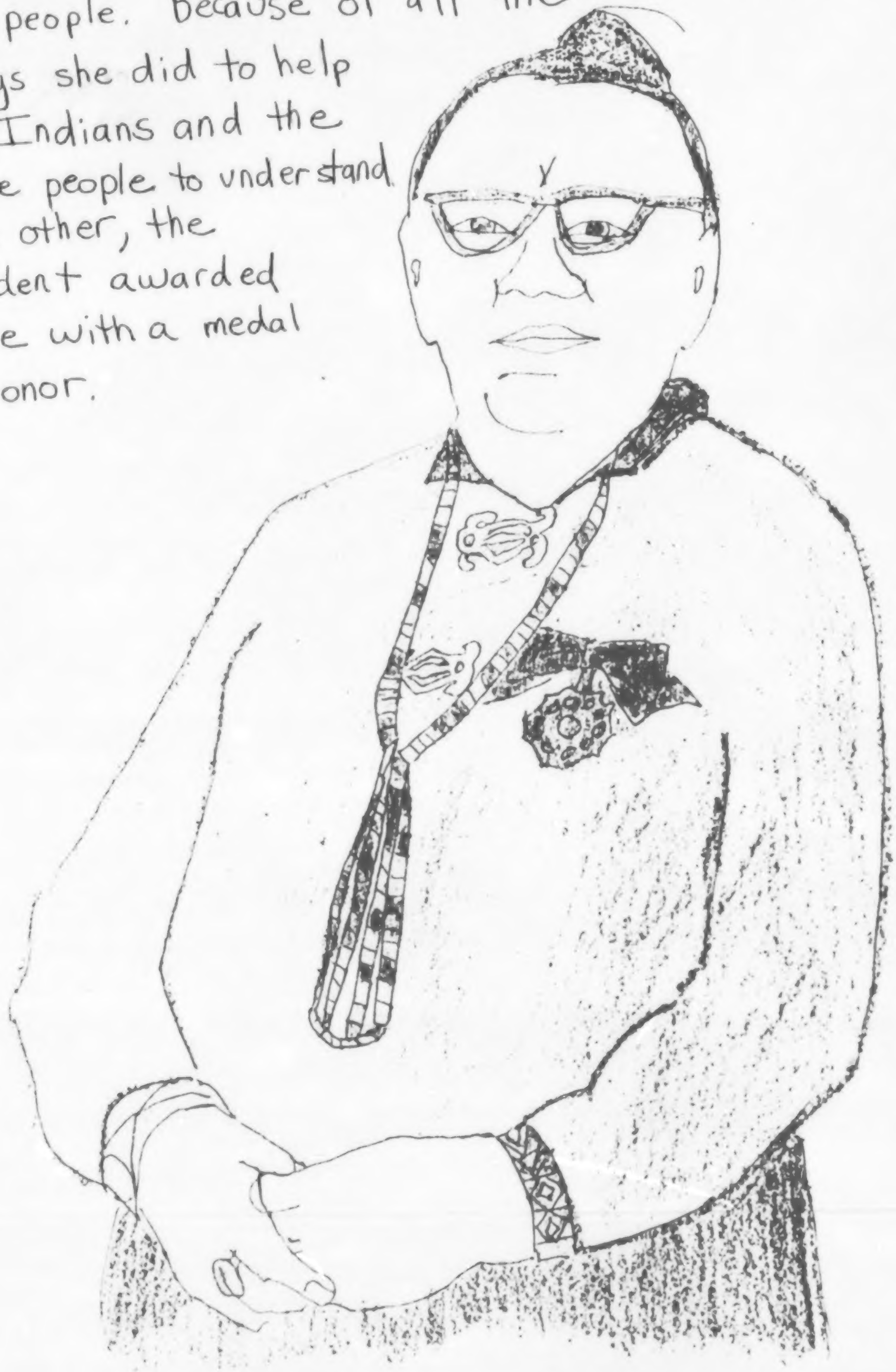




MAN OF MEDICINE

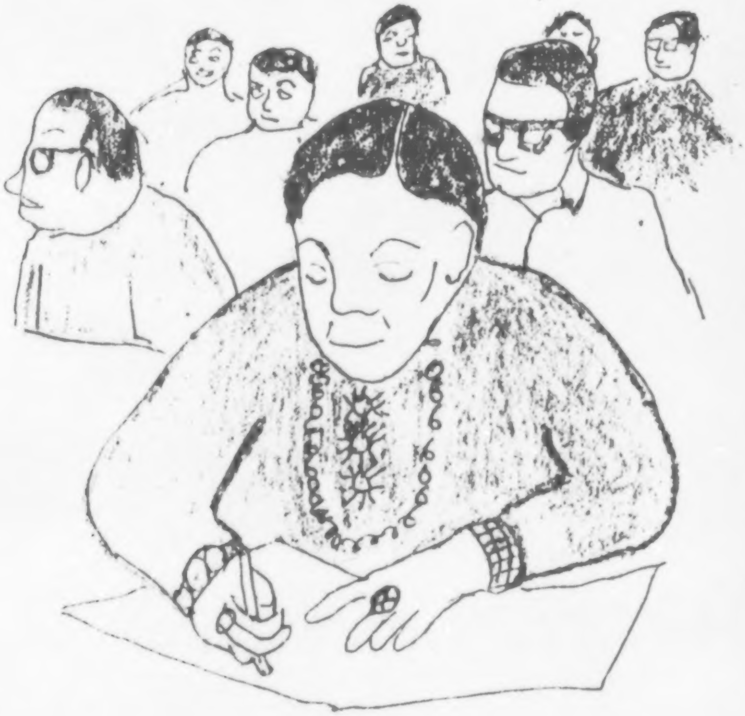
Annie is now working hard to preserve the important and beautiful things about the Navajo heritage and history.

Annie worked hard to get the United States government to build hospitals on the reservation, the home of her people. Because of all the things she did to help the Indians and the white people to understand each other, the President awarded Annie with a medal of honor.



The Navájos started building hogans with windows and wooden floors so their homes would be more clean and have fresh air and less germs. They started boiling their water so it would be clean. The people became more healthy and fewer of them died. There are many houses on the reservation with rooms, electricity, and running water.

Because of all the things she did, her people made her a leader in their government. She is the first woman to be elected to the Navájo Tribal Council.



Peace Movement in the U.S.

Women and the Military

Prepared for James Armitage
University Hill Elementary
By Mary Boyle

Instructor: Mary Boyle
Discipline: Social Science
Grade Level: Fifth Grade
School: University Hill Elementary

Format: Lecture/Discussion/ Small Group
Time Frame: One Hour
Supplementary Material: Observation Sheet, Butcher Paper

GOAL: To introduce students to the concept of the Peace Movement in the United States.

OBJECTIVES FOR THIS UNIT: Students will

1. Be able to define the concept of Peace Movement
2. Develop an understanding of issues and personal values
3. Develop skills in working in small groups
4. Develop very basic idea of sexism and sexist assumptions

OBJECTIVE 1: Be able to define the concept of Peace Movement

A. Instructor will define concept of Peace Movement by:
   1. Asking students to give their definition of what a Peace Movement is and incorporating their ideas with a dictionary definition. A peace movement is the activities of a group of people working towards a goal of ending some type of hostility or war.

B. Instructor will develop the concept of Peace Movement by citing the Vietnam War as an example of a hostility in which people created a Peace Movement to bring an end to this particular war.
   1. In the 1950's - 1965 a few American soldiers had been in South Vietnam where they had been training South Vietnamese soldiers for a war that had been going on in that country.[1]
   2. In 1968 President Lyndon B. Johnson asked Congress for the power to send more American troops to Vietnam to aid the South Vietnamese in their conflict.[2]
   3. President Johnson had hoped that the war would soon be ended with the aid of American Soldiers. By 1968, more than 500,000 American soldiers were sent to Vietnam. And by the end of the year, about 30,000 American soldiers had been killed in Vietnam. The war continued through 1973 when under President Nixon's Administration a cease fire (the stopping of fighting in a war) took effect.[3]
   4. While the war was being fought in South Vietnam there was a group of Americans in the United States that protested the war. This was the beginning of a Peace Movement.[4]
   5. Many people in the United States did not believe in the war going on in Vietnam for a variety of reasons, among some of the reasons were the cost of young men's lives, the government was drafting hundreds of thousands of young men to fight in this war?[5] *Instructor should define draft as the act of the government in which men are involuntarily selected to serve in the military.
   5. Examples of protest include Peace Marches held in Washington D.C. to let the lawmakers know that many people objected to the United States being involved with the Vietnam War. Many people were involved in protest to make their feelings about this war clear to the government.[6]
   6. The majority of the people that involved themselves in the Peace Movement were young.[7] The young people were very concerned about having to go to this war because of the draft.

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1. Dr. Roger m. Berg, Social Studies, (Glenview, IL: Scott, Foresman and Co. 1979), p.344
2. Ibid. p.344
3. Ibid. p.346
4. Ibid. p.346

C. At this point the classroom should be open for discussion

1. The points that should be made include how they feel about war. How would you feel if the government drafted you to go to war?

OBJECTIVE 2: Develop an understanding of issues and personal values

1. By discussing how the students feel about the draft you can point out how personal beliefs influence their behavior. The instructor should point out that their beliefs differ and that no one is right or wrong but we all have different values.

OBJECTIVE 3: Develop skills in working in small groups

1. Students will be divided into 6 small groups.
2. 3 groups will be assigned the task of giving reasons why women should be drafted.
   3 groups will be assigned the task of giving the reasons why women should not be drafted.
3. Each group should select one student from their group to be a reporter. The reporter shall be responsible for recording the ideas that the group has come up with and eventually reporting to the entire class what their group's reasons were for their issue.
4. The Instructor should provide butcher paper to each group to record their ideas. It is also very important that the instructions are very clear. During the group activity it would probably help if the instructor worked with each group to help bring up ideas.
5. After the group exercise has been completed each group should present their arguments for why or why not women should be subject to the draft.
6. The instructor should point out to the students that again there are no right or wrong answers but rather an issue that involves personal values when taking a stand.
7. The attached sheet for group observation should be handed out to the class. It is very important to instruct the students not to fill in a line with a pronoun such as "me" but rather with a name.
8. After the class has turned the observation sheets in, the instructor should point out the merits of listening, contributing and working cooperatively in small groups. (See Attached Sheet)

OBJECTIVE 4: Develop very basic idea of sexism and sexist assumptions

1. Instructor should point out that we all have some assumptions about women and how they belong in certain roles. Make the example of the issue of women in the military and where they belong in the military. Point out that many students assume that women do not belong in a traditionally male role.
2. If time allows, students should be encouraged to discuss assumptions about both men and women and life roles.

* Instructors note- This curriculum unit should be viewed as an introduction to the concepts of Peace Movement, Issues, and War. It would be advised to follow this unit with topics of war ie. Women and Militarism, History of women in Peace Movements.

* Instructors note- The ideal presentation of this concept would involve having individual students research the Vietnam War and report to the class on what they found. This would involve allowing a week for the research and two hours for the curriculum unit in order for the students to report their findings to the class.

5. Dr. Roger M. Berg, Social Studies, (Glenview, IL:Scott, Foresman and Co. 1979) p. 344

6. Ibid. p. 344

7. Ibid. p. 344

8. Landon Jones, Great Expectations, (New York,NY: Coward,McCann and Geoghen,1980) pp. 92-103

9. Kent Higgins, Lecture, University of Colorado, September 3, 1982.

OBSERVING WORK IN OUR CLASSROOM

Who Listened 1.____________________

2.____________________

3.____________________

Who Talked 1.____________________

2.____________________

3.____________________

Who Gave an Idea 1.____________________

2.____________________

3.____________________

I think this group was____________________

____

What is a peace movement? ____________________

____

OBSERVING WORK IN OUR CLASSROOM

Who Listened 1.____________________

2.____________________

3.____________________

Who Talked 1.____________________

2.____________________

3.____________________

Who Gave an Idea 1.____________________

2.____________________

3.____________________

I think this group was____________________

____

Group Tactics[9]

1.) Leaders

   A. Authoritarian: nonconstructive criticism, praise, approval (You are told what to do, you do it.)
   B. Democratic: guiding suggestions, self-guidance, matter-of-fact
   C. Laissez-Faire: informal, does not interfere with others
   D. Participative: each person delegated postiion parallel with abilities, supervisory

2.) Groups

   A. Warm up: leave previous activity; tune into situation; prepare for involvement.
   B. Activity work: work toward "product-related" goal; summarize, consolidate; review and polish to maximize goal.
   C. Integration: perceptions shared; individuals/group clarification and summary; introduction of future activity.

3.) Non-functional Behavior

   A. aggression: seek status, power
   B. blocking: change subject, argument, etc.
   C. self-confession
   D. competition
   E. seek sympathy
   F. special pleading: lobbying, convert group to different topic
   G. horsing around
   H. seeking recognition
   I. withdrawal

4.) Functional Behavior

   A. initiate activity
   B. seeking information
   C. seek opinions
   D. give information
   E. give opinions
   F. elaborating
   G. coordinating
   H. Summarizing

5.) Group Maintenance

   A. encouragement
   B. gatekeeping: funneling information for constructive purposes
   C. standard setting
   D. expression of group feeling

6.) Task and Maintenance Roles

A. evaluation
B. diagnosis
C. test for consensus
D. mediation
E. relieve tension

Women World Leaders and Governmental Role-Playing

Prepared for Beth Howard
Foothill Elementary
By Becky Miller and Lorraine Gray

Foothill Elementary School
4th grade
Beth Howard
May, 1982

Women World Leaders and Governmental Role-playing
Instructors: Lorraine Gray, Becky Miller
Discipline: Social Studies
Grade Level: 4th grade

Format: Lecture/exercises/discussion
Time frame: 1 hour
Supplementary materials: a hypothetical map

GOAL: To educate the children on specific women world leaders and to help them to realize the complexities of governmental decision-making processes.

OBJECTIVES FOR THIS UNIT: Students will

1. Realize that women as well as men are capable of making important governmental decisions.
2. Gain an understanding of the difficulties of governmental decision-making.

OBJECTIVE 1: Realize that women as well as men are capable of making important governmental decisions.

A. Brain-storming with students on their images of women world leaders and some modern examples. Some possible suggestions from the students might be:

    i. Queen Elizabeth and Lady Diana -
    discuss their roles as royalty figureheads rather than as political figures.
    ii. Nancy Reagan -
    discuss the role of the U.S. president's wife and the little amount of political control that role maintains.
    iii. Sandra O'Connor -
    discuss how people are beginning to accept women in roles such as the Supreme Court but that there is still an imbalance between sexes in most government areas.

B. Question students on reasons why women could not or should not be in government roles. Some reasons the students might give are:

    i. Girls are dumber than boys -
    discuss where such ideas are formed and how they know by their own classmates' performance that this is false.
    ii. Men don't want women in higher positions than men -
    discuss why men might not want women in such positions even though they know women are capable, i.e. men's inferiority concerns, pregnancy would mean period absences, jobs are scarce; the ones available should go to men and why.

C. Discuss prepared biographies of modern women leaders in politics (instructor lecture only, no hand-outs). Refer to the bibliography for references.

   i. Golda Meir - Israel[1]
   ii. Indira Ghandi - India[1]
   iii. Margaret Thatcher - Britain[2]
   iv. Pat Schroeder - Colorado, U.S.A.[3]

OBJECTIVE 2: Gain an understanding of the difficulties of governmental decision-making.

A. Divide class into five even-numbered groups. Designate one girl in each group as leader with the following responsibilities:

   i. allow everyone a chance to talk
   ii. keep own group's noise level down
   iii. tally group's votes on proposals
   iv. record answers

Smaller groups allow for more effective role-playing and are easily manageable in that problem children may be separated from their friends to abort potential disruption. Two rooms may be used so that group members cannot converse with other group members on subjects other than the project or on the project itself. Girl leaders are used to highlight women's capabilities in government.

It is our purpose to get the children to form their own democratic policies while making the decisions without intercession on the instructor's part. It is also hoped that the girl leaders will exert the necessary powers that the leadership role demands without the need of instructor intercession.

B. Hand-out maps of hypothetical country

A hypothetical map as compared to a real map is used to avoid implied prejudices toward any one real country. A hypothetical map is also useful in that the terrain, resources and cities can be contained within a smaller space than an actual map would provide. This condensed type form of a map is needed for this project to be applicable to serving the designated manufactured structures.

C. Explain that it is each group's role to allocate three manufactured structures throughout the country to make the population lifestyle easier. These structures include bridges, roads and solar power stations.

D. Put the number and types of structures on the board. They are as follows:

⌒ bridge

— — — — road

☀ solar power station

3 bridges - 4 rivers
2 roads - 6 cities
roads can only go over one bridge
and between only two cities
5 solar power stations
number of ⇑ show pop. size of city

E. Explain that there are no right answers. It is up to them to decide what is best for the country, but they will be limited to 20 minutes in which to solve all of the proposed problems.

F. Monitor groups

Instructors must use own judgments in whether or not to intercede either for disciplinary reasons or to insure that everyone is participating. The judgment level of intercession in this instance depends on how much the instructors feel they must infringe on the group leaders' positions.

G. Reassemble class

H. Ask group leaders to explain their group's answers and how the answers were reached within the group. Allow approximately 10 minutes for this discussion.

I. Discuss effects of project on students

- i. the complexity of these hypothetical problems to the complexity of some current world problems, such as the Falkland crisis and over-population in India.
- ii. the abilities of group leaders in projects compared to the abilities of women world leaders today. Example: How would Margaret Thatcher handle the problems of Endireal? Instructor may want to include some of her own observations of the groups in this part of the discussion.

Golda Meir

Although Russian by birth, Meir was educated in Wisconsin. She began her political life as a member of the Zionist Labor Party while she lived in Wisconsin. While a delegate to the World Jewish Congress, she decided to emigrate to Palestine. She did this in 1921. As an active participant in the work of the Histadrut (Federation of Labor), she was a leader in establishing a Jewish state in Palestine. She eventually became the first Israeli Minister to the U.S.S.R. Later she joined the Israeli cabinet and became the first woman premier of Israel, serving in that position from March, 1969 to April, 1974.

Indira Ghandi was born in India in 1917. She grew up during the Indian war for their Independence from Britain. Much of the time she was growing up her parents were in prison because of their involvement in the Indian Independence movement. Like many wealthier people in India, she went to college at Oxford in Britain. She graduated and returned to India where she married and had 2 children. In 1959 she was elected President of the Congress party in India and from 1964 to 1966 she was Minister of Information and Broadcasting. In 1966 she was elected Prime Minister of India and has held that office ever since. As Prime Minister, she has had many difficult problems to deal with such as over-population, famine, disease, floods and the allocation and development of India's resources.

Margaret Thatcher was born in Britain in 1925. She grew up in a small town in Britain where her father was a grocer. She attended college at Oxford where she majored in science and after she graduated she worked for a while as a research chemist but politics was always her main interest and eventually she became mayor of the town she grew up in. In 1959 she was elected to Parliament and was a member until 1970 when she took the post of Minister of Education and Science for the entire country. In 1974 she became leader of the Conservative Party which is a lot like the Republican Party in this country. Eventually she was elected Prime Minister of Britain in 1979. As the leader of her country she has had to face the problems of great unemployment and problems with rioting by the poor in her country which you might have heard about last summer. I'm sure you have probably heard about the war between Britain and Argentina over the Falkland Islands which is currently the main problem Margaret Thatcher is dealing with.

Patricia Schroeder

Born in Portland, Oregon, Schroeder received her law degree from Harvard in 1964. A mother of two children, she is [redacted] a field attorney in the State of Colorado. Her current position is that of U.S. Representative to Congress for Colorado. Her local activities include precinct committee person to the Denver Democratic Party, member of organizations such as the National Labor Relations Board, League of Women Voters, National Organization of Women and National Women's Political Caucus. Also, she frequently lectures at Community College of Denver and University of Denver.

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[1] Encyclopedia Americana. Danbury, Connecticut: American Corporation, 1979.

[2] Encyclopedia Brittanica. Chicago: University of Chicago Press, 1981.

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[3] Who's Who In America. Chicago: Marquis Who's Who, Inc., 1980.

Instructor copy

ENDIREAL

MANUFACTURED STRUCTURES

3 BRIDGES - 4 RIVERS

2 ROADS - 6 CITIES - roads can only go over one bridge and between only 2 cities

5 SOLAR POWER STATIONS

SYMBOLS -

BRIDGE - ⌒

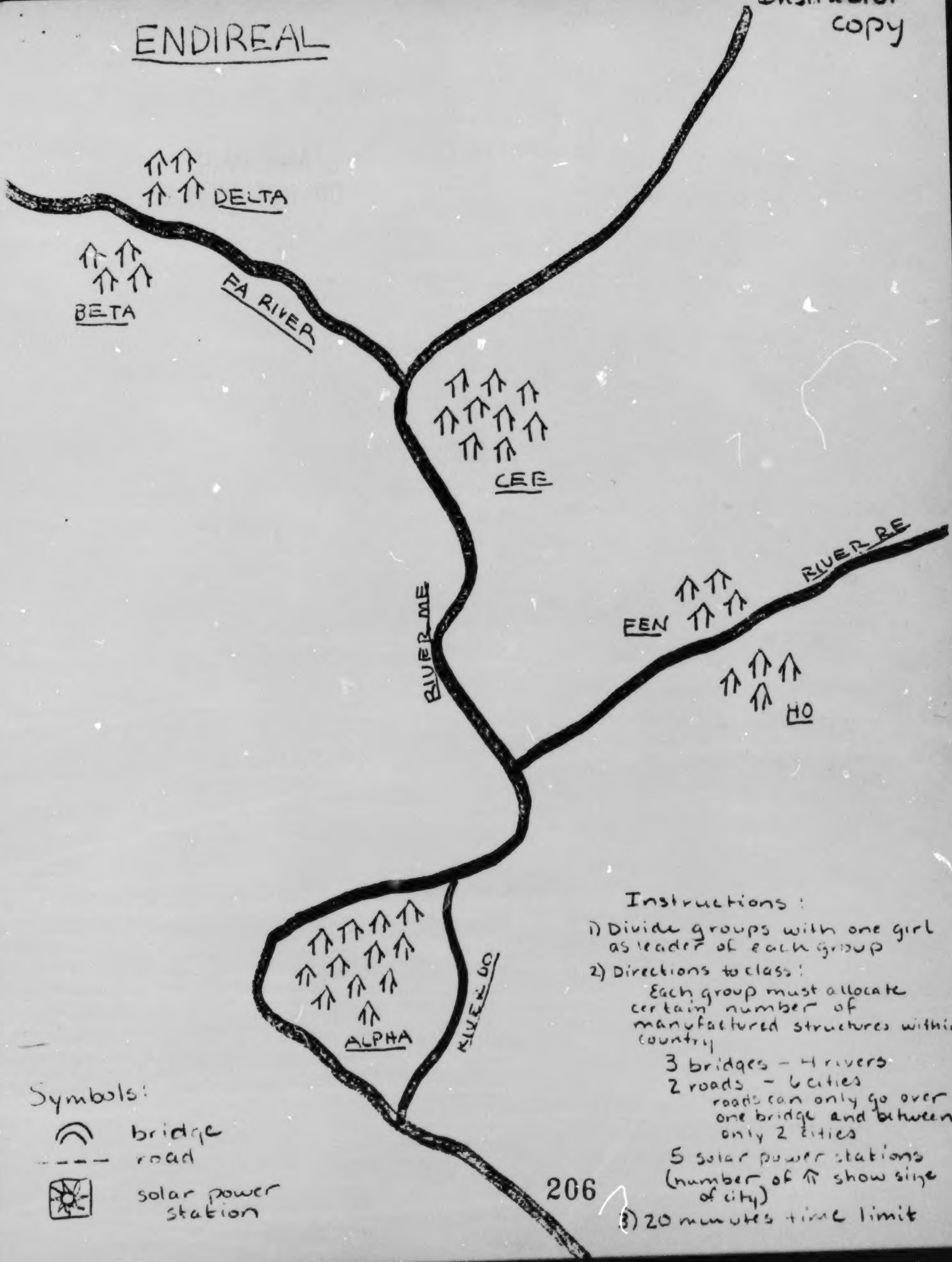
ROADS - ------

SOLAR POWER STATIONS - ✴

The more buildings - ⌂ - the more people there are that live in that city.

Instructor copy

ENDIREAL


DELTA
BETA
FA RIVER
CEE
RIVER ME
FEN
RIVER RE
HO
ALPHA
RIVER GO
Symbols:
bridge
road
solar power station

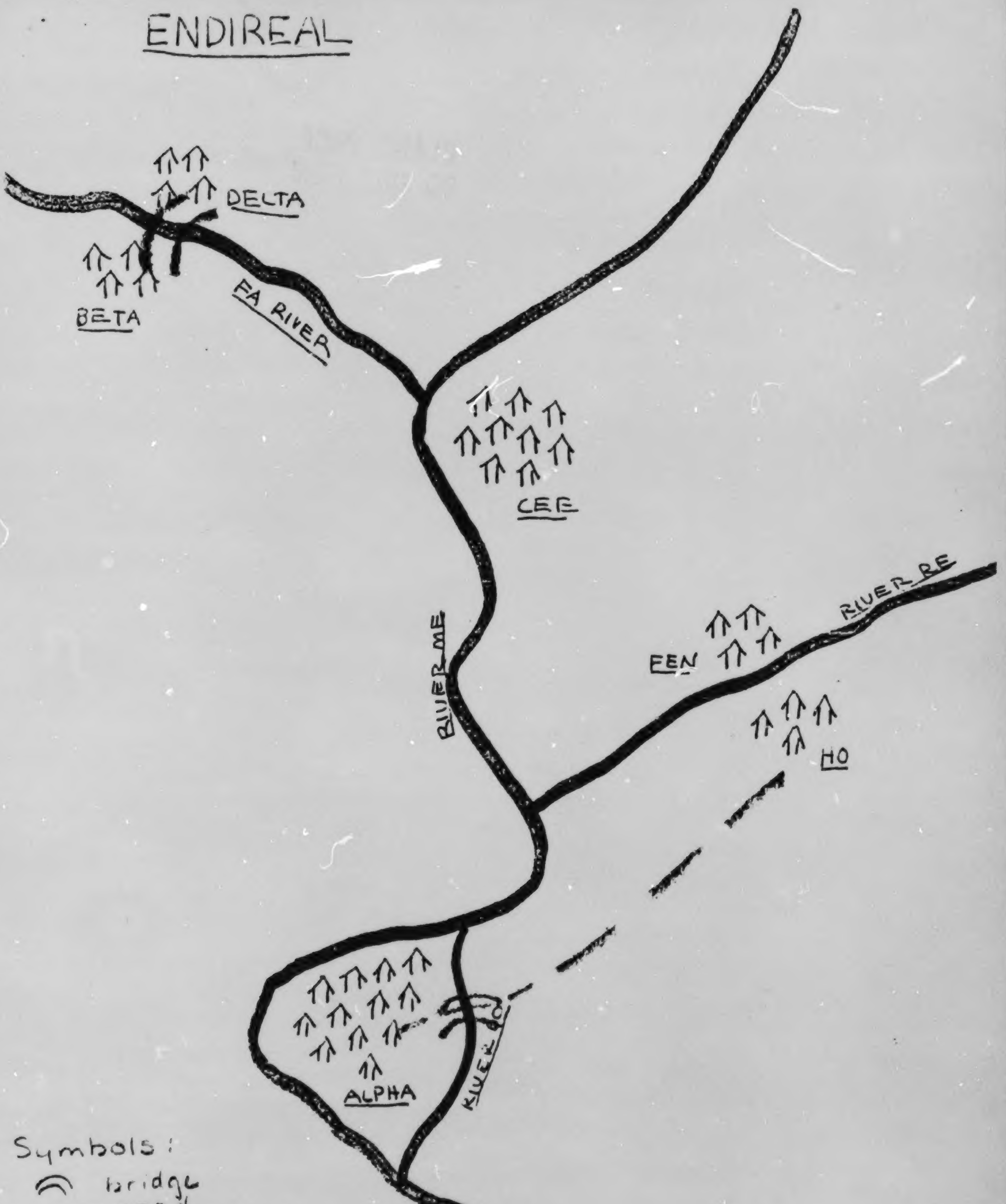
Instructions :

1) Divide groups with one girl as leader of each group
2) Directions to class :

Each group must allocate certain number of manufactured structures within country

3 bridges - 4 rivers
2 roads - 6 cities
roads can only go over one bridge and between only 2 cities
5 solar power stations
(number of ⇑ show size of city)

3) 20 minutes time limit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ENDIREAL

MANUFACTURED STRUCTURES

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5 SOLAR POWER STATIONS

SYMBOLS -

BRIDGE - ⌒

ROADS - ------

SOLAR POWER STATIONS - ✴

The more buildings - ⌂ - the more people there are that live in that city.

Nonsexist Alternatives to the Traditional Fairy Tale

Prepared for Lu Knotts
Mapleton Elementary
By Cathy Holtz

Instructor: Cathy L. Holtz
Discipline: Women's Studies
Grade Level: Kindergarten
School: Mapleton

Format: Role play/discussion/exercise
Time Frame: 40 min., may extend 15 min.
Supplementary materials:

THE GOAL: The purpose of this unit is to expose children, at an early age, to an alternative to the traditional fairy tale that expresses non-sexist attitudes towards the characters involved. Thus, the stage will be set for progressive tactics to alleviate blatant stereotype intrusion.

OBJECTIVES FOR THIS UNIT: Students will

1. Experience a variation of a traditional fairy tale.
2. Verbalize perceptions/feelings about the experience.
3. Find constructive and receptive outlet for these feelings.

OBJECTIVE 1: Experience a variation of a traditional fairy tale,

A. Students will be gathered into a circle on the floor of the play area.
B. Instructor will introduce the chosen tale:

> Charle Perrault, Cinderella or The Little Glass Slipper (New York, NY: Penguin Books, 1976).

   1. Instructor will survey the children to determine the familiarity of the story. (Note: some prompting may be needed to help the children remember)

C. Instructor will portray all the characters in the story in a role-play fashion.
   1. The exact text will be used with the grammatical and gender changes made. (Copy attached)
   2. The non-conversation content of the story will be narrated by the instructor' aid.
   3. Presentation must be lively and animated to hold the children's attention.
      a. throughout the story-telling portion children will be chosen to portray minor roles, ie, mice, lords and ladies, etc.
         1. roles must be small and their duration short so as not to break the continuity of the story
   4. Gender changes made will propagate elimination of sex-related stereotypes.
      a. may cause initial confusion, but artistic merit eliminates the problem as the children become comfortable with the changes,
      b. enhances experience of a non-sexist unit.
      c. stimulant necessary for discussion to follow.

D. Students will ask questions (lead into discussion).

OBJECTIVE 2: Be able to verbalize feelings about presentation and their perceptions of the experience.

A. Students will be asked general context questions:
   1. Did Stepfather like Cinderfella?
   2. Where did Cinderfella sleep?
   3. What animals were used to make the horses?
   4. Where did Cinderfella get his suit?
   5. What kind of shoes did Cinderfella wear to the ball?

   Additional questions may be asked as long as they are to elicit factual information. Children may in turn ask for additional information.

B. Students will be asked questions pertaining to perception of the story:
    1. Did you like the stepbrothers?
    2. Is it okay for the princess to ask the man to marry her?
    3. Do you think Cinderfella liked to do the household chores?
    4. Do you like to help out at home? What type of things do you do?
    5. Who does the cooking? The Cleaning?
    6. Does your mommy work in an office or just at home?
    7. Would you like to be like the princess or Cinder-ella? Why?

    Additional questions may be asked as they may be prompted by the children's willingness to answer them. Some restlessness may occur: continue on to the next exercise.

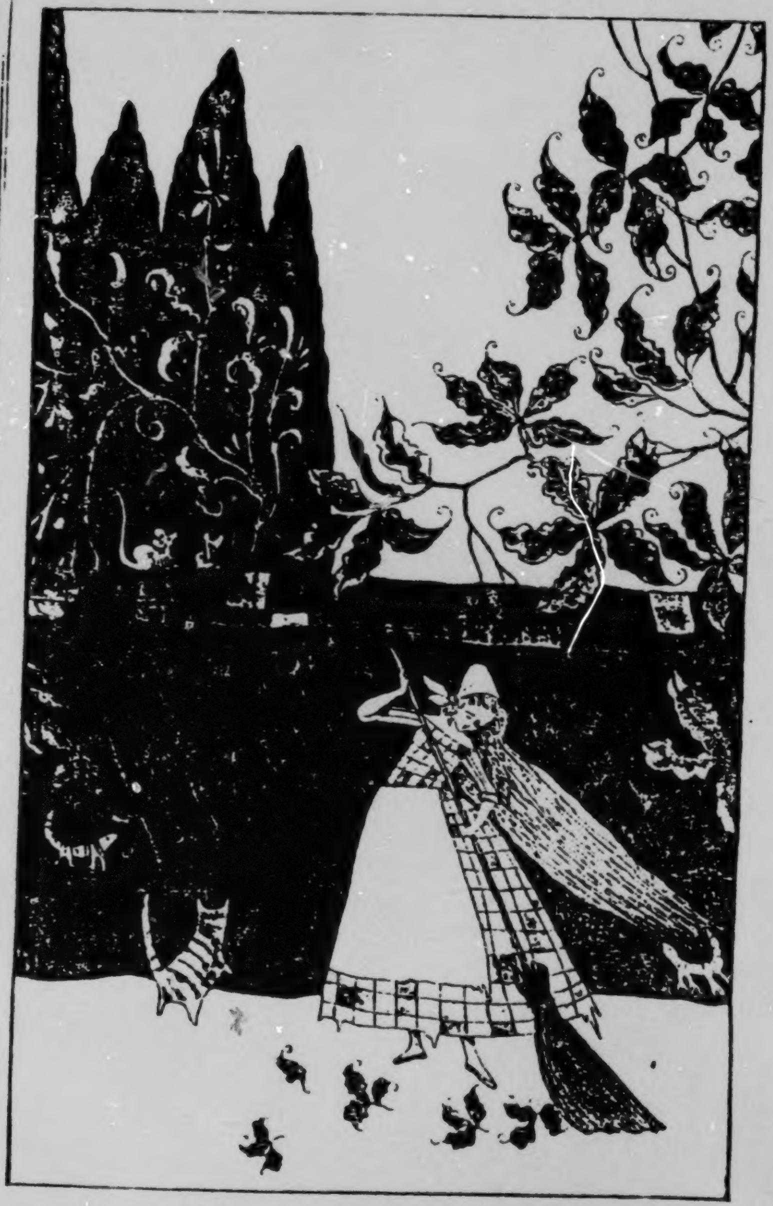
OBJECTIVE 3: Find constructive and receptive outlet for these feelings.

A. Settle students at work areas, ie. desk or table units with a flat hard surface.
B. Pass out materials to be used: (any or all may be used)
    1. pencils, crayons, paper
    2. glue, paper, colored paper
    3. paint, paper
    4. magazines, paper
C. Instruct children to draw (cut out, paint, etc.) their favorite part or character of the story. (note: some promping may be helpful to aid children in remembering.)
    1. attention given to the students during this period should be on the individual level. Instructions at this time should be as precise as possible to enable the students to complete the project on their own.[1]
D. Follow-up discusiion will be held when the children are satisfactorily finished with their pictures.
    1. ask children why they chose that particular part/character.
    2. note responses.
        a. various responses can be expected and must be treated with intereset on the part of the teacher.
        b. control must be maintained, but each child should receive equal attention when answering.
        c. be prepared to simplify wherever possible (note: one child responded: "I didn't draw Cinderfella 'cause guys aren't supposed to be pretty" My response: "Your father is pretty; isn't that just a nice way of saying you like the way he looks?")

References:

Myra Pollack Sadker and David Miller Sadker, Sex Equity Handbook for Schools (New York, NY: Longman Inc., 1982), pp.96-132.

Once upon a time there was a WOMAN who married for the second time. HER new HUSBAND was a very proud, haughty man, and his two SONS were exactly like him His WIFE had a SON of his own, a MAN of wonderful goodness and gentleness. He took after his MOTHER, who had been a most lovable person.



The wedding was hardly over when the stepFAther's bad temper broke out. HIs stepSON'S.'s charm infuriated him, because it made his own SONS seem even more unlikeable by comparison. He made the boy do the roughest housework; He had to wash the dishes and scrub the stairs and clean the rooms of the mastery of the house and his SONS.

He slept at the top of the house, in an attic, on a thin straw mattress, while his BROTHers had rooms with polished floors and beds in the latest fashion and mirrors where they could see themselves from head to foot. The poor LAD endured it all and dared not complain to his mother. ~~SHe would only have scolded him, because SHE was entirely dominated by HER HUSBAND.~~

When he had finished his work he used to sit in the ashes in the chimney corner, and so everyone in the house called her CinderFELLA But in spite of his ugly old clothes CinderFELLA was a hundred times more beautiful than his BROTHERS in their magnificent

J

One day the king's DAUGHTER gave a ball and invited everyone of importance. The two SONS were asked, for they cut a figure in society. They were delighted, and very busy choosing the SUITS and hairstyles that would suit them best. It all meant more work for CinderFELLA who had to press their linen and gopher their cuffs. They couldn't talk about anything but what they were going to wear at the ball.

"I shall wear my red velvet SUIT ," said the elder son

"I must make do with my old undershirt," said the younger one, "but still, I shall wear my SUIT with the golden flowers and my diamonds, so I shan't do badly."

They sent for the hairdresser to arrange their head-dresses and they bought patches from the most fashionable maker. They called CinderFELLA to ask his opinion, for he had good taste. He gave them excellent advice, and even offered to do their hair, which they were very glad to agree to.

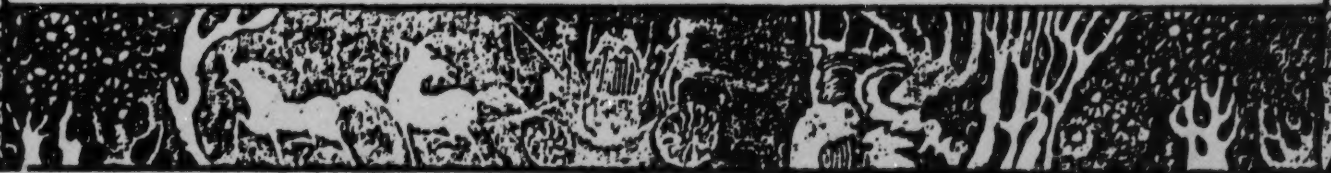
While he was doing it, they said to him, "CinderFELLA would you like to go to the ball?"

"You are teasing me, lads . It wouldn't be suitable."

"You're quite right; it would make everyone laugh to see CinderFELLA at the ball."

Anyone but CinderFELLA would have made their hair look hideous, but he was a kind-hearted LAD and he did it perfectly. They were so excited that they could hardly eat for two days. They broke more than twelve laces in pulling in their corsets to make their waists look smaller and they were always in front of the mirror.

At last the great day came. They set out and CinderFELLA watched them go. When they had disappeared from sight he began to cry.



Her godmother found him in tears and asked what was wrong.

"I want . . . I want . . ." he was crying so hard that he couldn't go on.

His godfather, who was a fairy, said, "You'd like to go to the ball, wouldn't you?"

"Oh dear, I would," said Cinderfella with a sigh.

"Well, be a good girl," said her godfather, "and you shall."

He took Cinderfella into the garden and said, "Bring me a pumpkin." Cinderfella picked the best he could find and took it to his godfather, though he couldn't imagine how a pumpkin would help him to get to the ball.

His godfather cut out the inside, leaving just the rind. Then he struck it with his wand, and immediately the pumpkin changed into a splendid golden coach.

Then he looked in the mouse-trap and found six mice, all alive. He told Cinderfella to lift the gate of the trap, and as each mouse came out he tapped it with his wand and it turned into a thoroughbred horse. They made a team of six fine bays, with a touch of mouse.

The godFAther couldn't think what to do about a coach

"I'll look in the rat-trap," said CinderFELLA "and see if there's a rat. We could make him into a coachman."

"A good idea," said his godFAther. "Go and see."

CinderFELLA brought him the rat-trap and there were three big rats in it. The fairy picked out one for HER luxuriant whiskers, and when he had tapped h with his wand SHE was changed into a stout coachPERSONS with a magnificent moustache. Then she said, "You'll find six lizards behind the watering can. Bring them here."

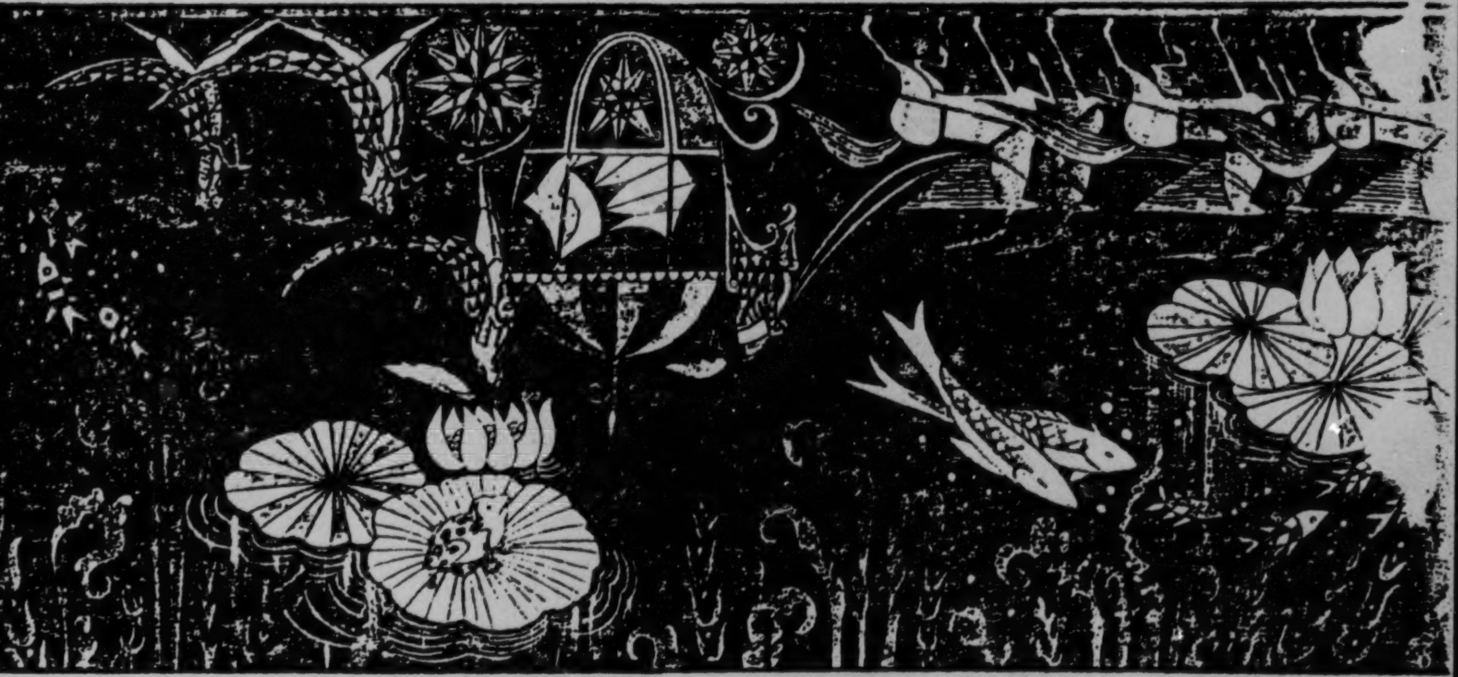
The moment CinderFELLA brought them his godFAther changed them into six FOOTPEOPLE, who sprang up behind the coach in their dazzling liveries and stood there as if they had done nothing else all their lives.

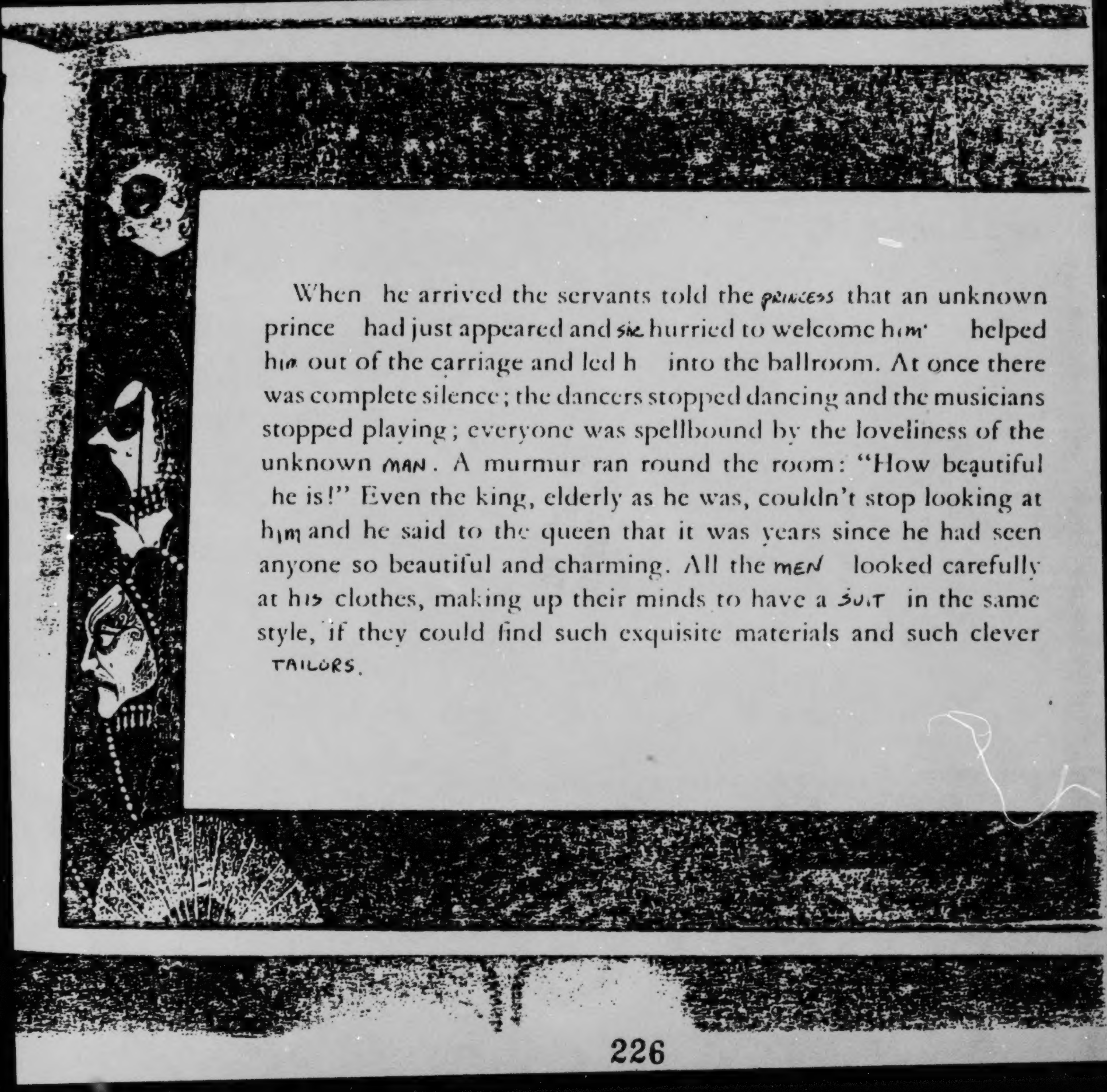
Then the fairy said to Cinderfella "Well, now you can go to the ball. Aren't you pleased?"

"Yes, but how can I go like this, in my ugly old clothes?"

His godfather just touched him with his wand and at once his clothes turned into a ball-suit covered with jewels. Then the fairy gave him a pair of glass shoes, the prettiest in the world. Dressed in his finery, Cinderfella got into the coach, but his god-father warned him on no account to stay later than midnight, for if he remained a moment longer at the ball his coach would become a pumpkin again, his horses mice, h lizards, and his clothes rags and tatters.

He promised that he would certainly leave before midnight and set off, almost beside himself with joy.





When he arrived the servants told the princess that an unknown prince had just appeared and she hurried to welcome him· helped him out of the carriage and led h into the ballroom. At once there was complete silence; the dancers stopped dancing and the musicians stopped playing; everyone was spellbound by the loveliness of the unknown MAN. A murmur ran round the room: "How beautiful he is!" Even the king, elderly as he was, couldn't stop looking at him and he said to the queen that it was years since he had seen anyone so beautiful and charming. All the MEN looked carefully at his clothes, making up their minds to have a SUIT in the same style, if they could find such exquisite materials and such clever TAILORS.

The PRINCESS led him to the place of honour and then asked for the next dance. He danced so gracefully that the company admired him more than ever. A splendid supper was served, but the PRINCESS ate nothing; she could only gaze at him. He sat beside HIS BROTHERS and showed them every attention. He even shared with them the oranges and lemons that the princess had given him, which surprised them greatly, for they didn't recognise him

After supper the PRINCESS went to him again and paid him endless compliments. He was enjoying himself so much that he quite forgot what his godFAther had said, until the first stroke of midnight sounded. Then he sprang up and fled as lightly as a deer. The PRINCESS followed him, but SHE couldn't catch up with him. However, he lost one of his glass SHOES and SHE picked it up very carefully.

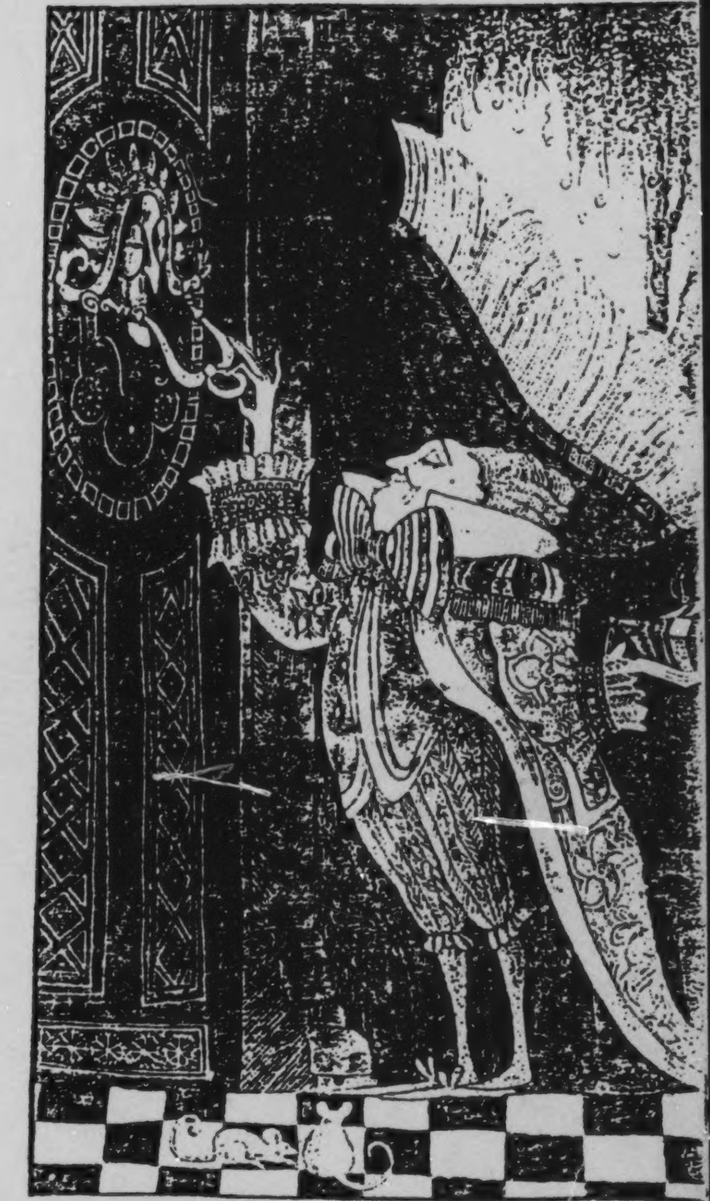
CinderFELLA arrived home out of breath, without a coach, without FOOTPEOPLE, in her old clothes; nothing remained of his splendour but one of his little sHOES, the twin of the one he had lost.

The palace guards were asked if they had seen the prince leave, but they said they had seen no one except a ragged MAN who looked more like a peasant than a great MAN .

When the two BROTHers came home CinderFELLA asked if they had enjoyed themselves and they told HIM about the beautiful MAN. " He was so polite to us," they said. " He gave us oranges and lemons." Then they described how the MAN had run away at midnight, so fast that he had dropped one of his pretty little glass SHOES , and how the PRINCESS had picked it up and done nothing but look at it for the rest of the ball. They thought SHE must be madly in love with the beautiful MAN it belonged to.

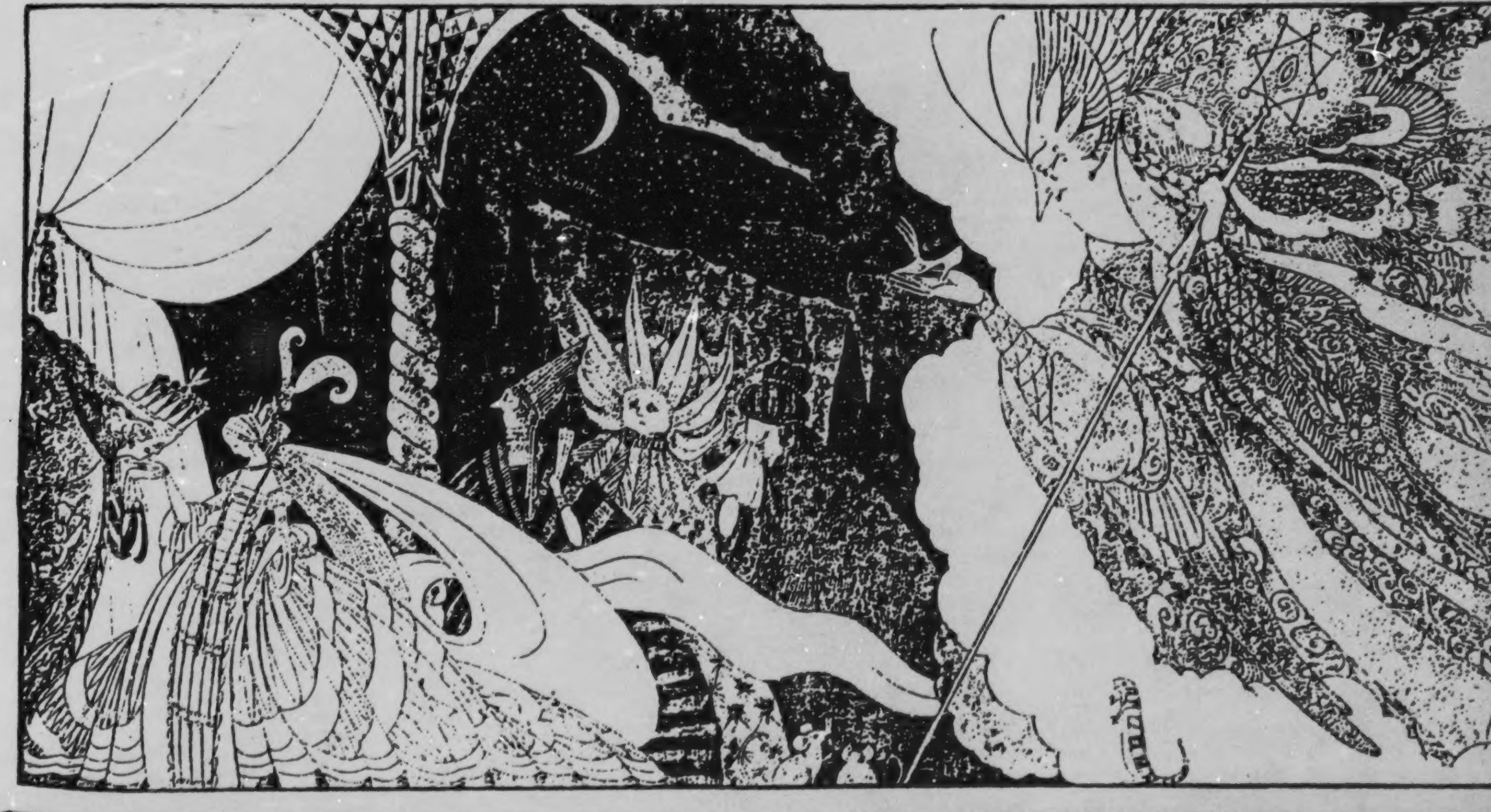
They were right, for a few days later the PRINCESS had it proclaimed, to the sound of a trumpet, that SHE would marry the MAN whose foot the SHOE fitted. The princes tried it on first, then the duKES, and then all the court MEN, but in vain. At length it was brought to the house of the BROTHERS and they tried hard to force their feet into it, but without success. CinderFELLA was watching them and he recognised his slipper.

"Let me try," he said.



His BROTHERS laughed scornfully, but the gentleman who had brought the slipper looked at him closely and saw that he was very beautiful. So he said that he was quite right, his orders were to offer the slipper to every MAN. He made CinderFELLA sit down and when he held out the slipper it fitted his little foot exactly.

Then he was escorted to the PRINCESS in his grand new clothes. SHE found him lovelier than ever and a few days later they were married. CinderFELLA who was as good as he was beautiful, took his BROTHERS to live at the palace.



The BROTHERS were amazed, but they were more astonished still when CinderFELLA took the other little slipper out of his pocket and put it on. His godFAther appeared and tapped him with his wand; and at once he was even more magnificently dressed than when he went to the ball.

Then the two BROTHERS recognised him as the beautiful unknown. They knelt before him and asked his forgiveness for treating him so badly. CinderFELLA kissed them and forgave them with all his heart, and begged them always to love him.

Women in History

Prepared for Cheri Merriman
Crestview Elementary
By Cindy Beatty

Lesson Plan for Crestview Elementary
Instructor:Cynthia Beatty
Discipline:Women in History
Grade Level:Fifth
Format:Lecture/Discussion/Exercises
Time Frame:Two days,30-50 minutes each day
Supplementary Materials:Americans text book,Women's History
Curriculum Guide

Goal: To raise the awareness of all students,boys and girls,to the contributions of women throughout history that have been left out of the standard history texts used in most schools. While it is impossible to cover women's history thoroughly in only one week,this initial exposure will inspire students and teachers to question further and to discover more about women's historic heritage. I also wish to familiarize the students with the great number of important women throughout history and,if time allows,to go into depth with a few of these women's contributions.

Objectives for this Unit:Students will

1.Become aware of the fact that women's historic contributions have been ignored and the reason why.
2.Be exposed to the varied accomplishments of many different women
3.Will have an in depth understanding of the struggles of Susan B. Anthony since this will allow the students the opportunity to comprehend many of the male myths of superiority that she faced in attempting to allow women to vote.

Objective 1:Become aware of the fact that women's historic contributions have been ignored and the reason why.

A.Students will be asked to list five famous men and five famous women from the past. I feel five is a good number for this age because trying to list anymore might be too difficult/ The point of this exercise is to enable the studetns to see that they really cannot think of as many women as men.

1.Instructor and students will discuss why they cannot think of as many famous women as men. It is important for Instructor to remind the students that the authors of their tests often did not omit women to be malicious. It may not have been intentional;many of women's contributions are not known because they were not recorded throughout history.

2.Instructor will then open a discussion with students asking them why they think women have been ignored-does this mean their contributions are not as important? It would be important for Instructor to write the children's answeres on the board so they can be used as a visual aid therefore making the discussion easier.

Objective 2:Be exposed to the varied accomplishments of many different women.

A.Students will be given "She Did It" word scramble puzzle. This will point out to the students the great number of historical contributions of women meanwhile giving them the opportunity to familiarize themselves with many of their names.

B.Instructor will focus on the contributions of different women in a variety of fields.The purpose is to point out the wide variety of women's accomplishments.

- 1.Early U.S. Historical Women(copy attached)
  - A.Deborah Sampson(handout will be given to students)
  - B.Charlie Parkhurst
- 2.Athletic accomplishments(copy attached)
  - A.Wilma Rudolph(handout will be given to students)
  - B.Babe Didrikson Zaharias
- 3.Science(copy attached)
  - A.Maria Mitchell
  - B.Elizabeth Blackwell
- 4.Anthropology(copy attached)
  - A.Margaret Mead(handout will be given to students)
  - B.Jane Goodall
- 5.Journalism(copy attahced)
  - A.Nellie Bly
- 6.Political(copy attahced)
  - A.Belva Lockwood
  - B.Rosa Parks
  - C.Jane Adams
  - D.Alice Paul
  - E.Harriet Tubman
  - F.Sojourner Truth

C.Instructor will discuss with students what their accomplishemnts mean.Instructor will guide discussion to include the following topics,this is necessary to structure the discussion so it is organized and enlightening for the studetns.

- 1.That women can achieve just as much,if not more, than men
- 2.The limits and barriers that confront women can and have been overcome
- 3.Why do the students think these women felt it necessary to break out of their traditional roles?(ie. adventure)

Objective 3:Will have an in depth understanding of the struggles of Susan B. Anthony since this will allow the students the opportunity to comprehend many of the male myths of superiority that she faced in attempting to allow women to vote.

A.Instructor and students will discuss exactly what Susan B Anthony's contributions were to enlighten students for the impending exercise.
B.Instructor will divide students into two groups-one side presenting the side:why women shouldn't be allowed to vote, the other side argueing why women should have the right to vote. This debate should lead to many of the male myths of superiority allowing the students to disuade these misconceptions.
  1.This exercise may also be performed two different ways:
    A.Allowing students to debate one on one in front of the class
    B.Break students into small groups to carry out debate

References

I)*Americans* textbook.American Book Company,New York,Cincinnati, Atlanta, Dallas, San Francisco.Copyright 1979 by Litton Educational Publishing-Inc.
II)Women's History Curriculum Guide. National Women's History Week Project. Santa Rosa,Ca. 95402 P.O. Box 3716.1982 edition

Notes[1]

1.Early U.S. Historical Women

   A.Deborah Sampson was a colonial woman who dressed up in a man's soldier uniform so that she would be allowed to fight the British in the Revolutionary War. She fought bravely and was wounded in battle twice before it was discovered she was a woman.

   B.Charlie Parkhurst(1879) drove a stage coach across the roughest part of the West.No one knew until she died that Charlie was a woman.

2.Athletic Accomplishments

   A.Wilma Rudolph is a track star. She won three gold medals for running at the 1960 Olympics in Rome,Italy.

   B.Babe Didrikson Zaharias (1932) broke two Olympic records for javelin throw and hurdles;she won over 50 major golf tournaments;she also wrestled,won basketball titles and was a national baseball champion

3.Science

   Maria Mitchell (1847) was America's first woman astronomer, she discovered a new comet (named for her) and was awarded a gold medal by the King of Denmark

   B.Elizabeth Blackwell (1821-1910) was turned down by 29 medical schools before being accepted as a student, graduated at the head of her class,and became the first licensed woman doctor in the U.S.

4.Anthropology

   A.Margaret Mead9(handout)

   B.Jane Goodall is a scientist who studies the things chimpazeed do. She and her family live in the jungle where she can watch chimpazees live. Jane has taught people about these animals

5.Journalism

   a.Nellie Bly (1867-1922) was a crusading journalist who travelled around the world in 72 days

6.Political

   A.Belva Lockwood(1830-1917) needed the President's approval before she could receive her law degree

   B.Rosa Parks(1920-) is called "The Mother of the Civil Rights Movement". She refused to move to the back of the bus when the segregation laws called for her to do so.

   C.Jane Adams (1860-1935) won the 1931 Nobel Peace Prize for her opposition to war

   D.Alice Paul (1885-1977) wrote the first version of the Equal Rights Amendment in 1923

   E.Harriet Tubman (1820-1913) operated "the Underground Railroads",freeing hundreds of Southern Slaves and leading them to safety in the North

   F.Sojourner Truth (1797-1883) was a former slave and became a powerful speaker for the rights of Women and Blacks.

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1)Women's History Curriculum Guide.p20-21.1982 edition

SHE DID IT

WOMEN'S HISTORY WEEK SCRAMBLE PUZZLE

L	O	U	I	S	A	M	A	Y	A	L	C	O	T	T
A	W	O	M	E	N	S	G	I	B	I	Q	U	I	Z
U	H	I	S	T	O	R	Y	D	I	N	U	J	L	A
R	O	S	A	P	A	R	K	S	R	D	I	I	R	I
A	B	L	E	H	O	O	K	E	D	A	K	D	W	E
I	E	E	L	E	E	B	O	D	D	R	A	A	U	S
N	L	R	F	L	J	L	N	E	R	I	L	T	S	S
G	V	T	R	E	U	S	F	B	X	C	I	A	A	O
A	A	I	A	N	L	A	L	O	L	H	C	R	C	T
L	L	F	N	K	I	R	O	R	N	A	E	B	A	S
L	O	B	C	E	E	A	R	A	F	R	P	E	J	U
S	C	E	E	L	T	H	E	H	A	D	A	L	A	S
W	K	L	S	L	T	H	N	S	Y	S	L	L	W	E
I	W	L	P	E	E	A	C	A	T	M	M	F	E	T
L	O	E	E	R	L	L	E	M	N	A	E	O	A	T
D	O	B	R	Z	O	E	S	P	U	R	R	W	O	E
E	D	O	K	P	W	G	A	S	O	T	A	C	P	L
R	C	Y	I	D	F	E	B	O	E	H	K	M	Y	A
B	O	D	N	Z	O	O	I	N	Q	A	T	E	F	F
D	Y	I	S	F	E	X	N	Z	R	G	O	I	Q	L
S	O	J	O	U	R	N	E	R	T	R	U	T	H	E
B	A	B	E	Z	A	H	A	R	I	A	S	E	E	S
E	W	A	S	T	E	R	N	J	M	H	A	T	S	C
O	F	M	A	R	Y	C	A	S	S	A	T	T	U	H
A	G	J	A	N	E	A	D	D	A	M	S	S	E	E

CHECK YOUR SCHOOL & PUBLIC LIBRARIES FOR MORE INFORMATION ON THESE 21 FAMOUS WOMEN

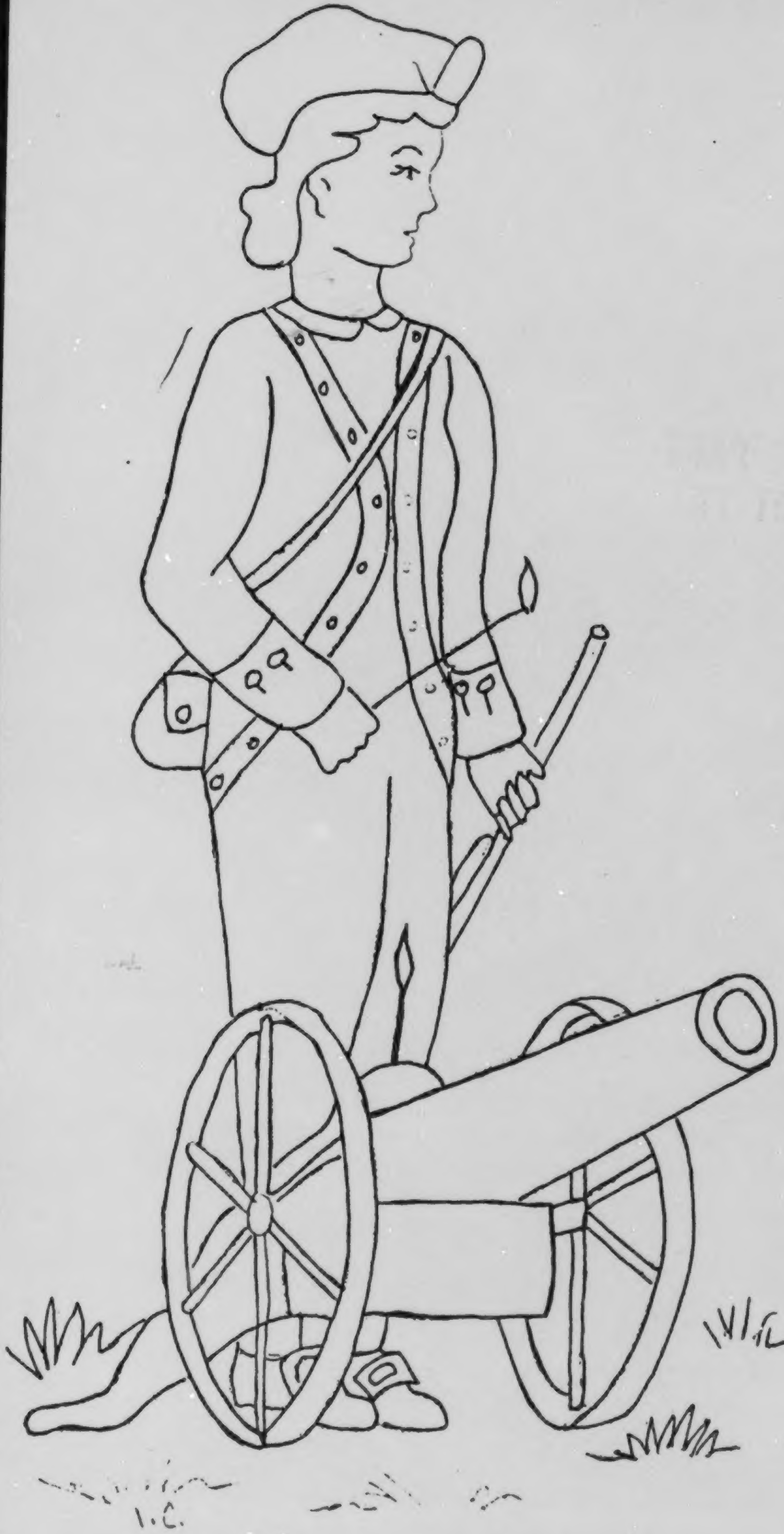
Jane Addams (Social Reformer)
Louisa May Alcott (Author)
Belle Boyd (Confederate Spy)
Mary Cassatt (Artist)
Martha Graham (Dancer)
Sarah Hale (Magazine Editor)
Helen Keller (Handicapped Author/Humanitarian)
Susette La Flesche (Indian Rights)
Belva Lockwood (Women's Legal Rights/Attorney)
Juliette Low (Girl Scouts)

Alice Palmer (College President)
Rosa Parks (Civil Rights)
Frances Perkins (Secretary of Labor)
Linda Richards (Nurse)
Florence Sabin (Medical Research)
Sacajawea (Indian Interpreter)
Deborah Sampson (Revolutionary Soldier)
Ida Tarbell (Journalist)
Sojourner Truth (Abolitionist)
Laura Ingalls Wilder (Author)
Babe Zaharias (Athlete)

Source: Women's Histroy Curriculum Guide.

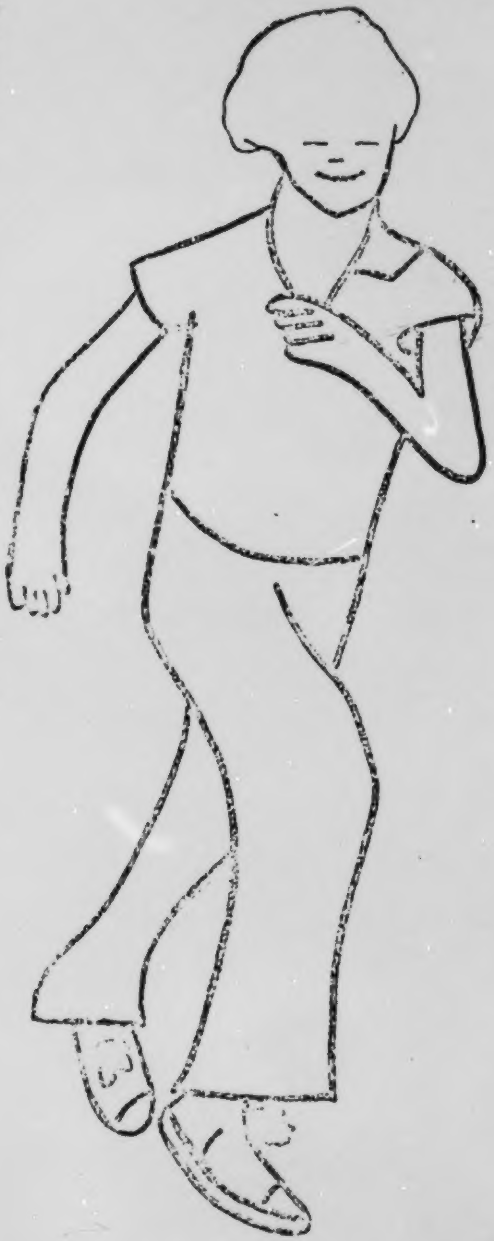
Prepared by Gail Sage
Sonoma County Library

Deborah Sampson Soldier of the Revolution



Deborah was a colonial woman who dressed up in a man's soldier uniform so that she would be allowed to fight the British in the Revolutionary War. She fought bravely and was wounded in battle twice before it was discovered that she was a woman.

Source: Cherri Merriman. Crestview Elementary, Boulder Colorado.



Source:Cherri Merriman.Crest View Elementary,Boulder,Colorado.

Wilma Rudolph is a track star. As a nineteen-year-old woman, Wilma won three gold medals for running at the 1960 Olympics in Rome, Italy. She set world records for the 400 meter relay race, the 100 meter dash, and the 200 yard dash. She became the first American woman to win all three running events.

Athlete

to

Remember!

Margaret Mead

She was an anthropologist.
Anthropologists study people. They especially look for groups of people who have seldom met other kinds of people. They go to islands, deserts, jungles and mountains.
Anthropologists try to discover way in which people are alike and how people are different.

Margaret Mead studied people in The South Sea Islands.

Source:Cherri Merriman.Crestview Elementary,Boulder, Colorado.

Historical and Contemporary Relationships Between Men and Women in Asian Countries

Prepared for Gary Rydzeski
Louisville Middle School
By Sandec Lutkus

245

Asian Geography

Developed by: Sandra Luttkus

Developed for: 7th Grade Geography
Louisville Middleschool

Description:

A two day lecture/discussion of the historical and contemporary relationships between men and women in Asian countries; focusing on China and India because of their size, population and influence. The agricultural and industrial relationships to the highly patriarchal tradition and the negative consequences to women's roles is the foundation for the unit.

Objectives:

1. Learn about the low status of women in the patriarchal societies of Asia.
2. Explore the religious (Hindu/Budhist) and economic basis for this status.
3. Create awareness about the physical abuses that exist under this system.
4. Examine the social abuses and constraints on women in these countries.
5. Motivate the students to draw conclusions on how the historical repression of women affects the modern social reforms.
6. Encourage female as well as male students to participate in discussion through the use of both verbal and non-verbal means.

Outline:

Day One--India

- I. Explanation of terms and concepts (obj. 1)
- II. Generalized life cycle (obj. 1,2,3,4)
  - A. Female infanticide
  - B. Reasons why males are more desired
    - 1. Religious
    - 2. Economic
    - 3. Male inheritance
  - C. Puberty
    - 1. Concept of unclean/ritual purity
    - 2. Purdah
  - D. Arranged marriages
    - 1. Dowry
      - a) dowry murders
    - 2. Caste mobility
    - 3. Isolation from birth family
  - E. Motherhood
    - 1. Means of acceptance into husband's family
    - 2. Able to form power attachment with sons
    - 3. barren women cast out
  - F. Widowhood
    - 1. Enforced--slave status, no remmariage
    - 2. Suttee
- III. Discussion of Contemporary Problems (obj. 4,5,6)
  - A. Population/Birth control
  - B. Literacy
  - C. Backlash--female as well as male

Day Two--China

I. Discussion Lead for Lecture (obj. 1,5,6)

  A. Stereotypes of Chinese Women

II. Generalized Life Cycle (obj. 1,2,3,4)

  A. Female Infanticide
    1. Methods
    2. Reasons
      a) economic
      b) religious

  B. Footbinding
    1. How
    2. Why
    3. Results

  C. Not Educated

  D. Arranged Marriages

  E. Suicides
    1. Revenge
    2. Escape

  F. Widowhood
    1. Low status
    2. No re-marriage

III. Discussion on Problems and Reforms (obj. 1,2,3,4,5,6)

  A. Missionaries
  B. Women's Involvement
    1. Revolution
    2. Roles in government

  C. Education
    1. Male bias in commune decisions

D. Birth Control
   1. Rise of infanticide
   2. Financial incentives for females

E. Marriage Law
   1. Eliminates child marriages
   2. Eliminates arranged marriages
      a) government propaganda on mate selection
      b) female suicide increase
   3. Legalized divorce and re-marriage
      a) not socially accepted

Terms

CASTE/JATI- Heriditary classes into which Hindu society is divided, based on level of ritual purity

- Brahman-priests and scholars
- Kshatriya-warriors and rulers
- Vaisya-merchants
- Sudra-servants

--Untouchables-not even included in caste system, too polluted

PATRIARCHY- system of social organization in which descent and succession are traced through male line

INFANTICIDE-the killing of a baby--most often female

DOWRY-money paid by the brides family to the groom at marriage

RITUAL PURIFICATION-based on food preparation, behavior

PURDAH-female suclusion--physically seperated from males, wearing of veils in front of them

SUTTEE-the practice of burning widows

SATI- a widow who throws herself on the burning funeral pyre of her husband

Terms -- as Handed Out*

CASTE/JATI

  Brahman
  Kshatriya
  Vaisya
  Sudra

  --Untouchables

PATRIARCHY

INFANTICIDE

DOWRY

RITUAL PURIFICATION

PURDAH

SUTTEE

SATI

* I feel they would have been more effective with the definitions included

Questions for Discussions

India:

What are the problems being faced in modern India?

How are they related to the historical repression of women?

If you were the government of India, how would you go about solving these problems?

Picture yourself the same age (12 years old) and living as a girl in India.
   How would your life be different?
   Would you want to be male or female? Why?

China:

What are the stereotypes of a Chinese woman?

If you were only allowed one child, considering the social backgrounds, would you want a boy or a girl?
   What would your options be if it was a girl?
   What would _you_ do?

If you were in the government, how would you go about solving the problems?

Information Sheets

INDIA

Castes/Jatis are divisions based on unequal ritual status--differing degrees of purity and pollution. Members of a Jati have to follow the specified ritual norms to maintain their status.[1]

Some castes practice female infanticide because a daughter required a dowry, left the family before she was of any real labor value, and was not as important as a male child in the religious funeral rites of the ancestors.[2] The killing was not always direct, as girls would receive less food and medical care than boys--resulting in the high mortality rate for young females.[3]

Midwives often received twice as much payment when the child was male than they received when the child was female. Men would consider having no daughters a blessing from God.[4]

Because of the male inheritance system, men wanted to be absolutely sure of their paternity of their sons--thus strict controls were placed on women to insure chastity.[5] Upper caste women were made dependent on their male kin because of the social norms and institutions.[6] The practice of Purdah, in which the females were secluded from the males, and covered their bodies in public, not only assured that the woman would remain dependent on the males in her life, but was also a symbol of status of her "protector."[7] Because of the woman's inability to do any work except inside of the home, Purdah in it's strictist sense was only practiced in the wealthy homes.[8] Because of the ideas of girls becoming unclean at puberty, they would be removed from school (if attending) and have their freedoms curtailed.[9,10]

Marriages were arranged by the parents to a male of an equal or higher caste. By marrying a daughter into a higher caste division, the family could slightly increase their social standing.[11] If the female did not observe the proper rituals in cooking or cleaning she could jeopardize the ritual purity and status of her family.[12] Dowrys had to be paid by the brides family to the groom, sometimes resulting in dowry deaths--murdering a young girl shortly after receiving the dowry.[13]

Motherhood was the sole way in which the woman could raise her status/power in her husband's family. This was more effective if the child was male than if it was female. The double-bind in giving birth was that it was also considered to be polluting, therefore the woman's means for advancement was also a means for keeping her down.[14]

After a woman's husband died, she was also considered to be polluted. She had to shave her head, do more work than any one else in the household, eat less, keep a physical distance from family members and could never remarry. In short she lost all of her status and power within the family.[15,16] For the widow, suicide was not only a means of ending their suffering but was also considered to be a noble and virtuous act. The act of Suttee, throwing oneself (or sometimes pushed by others) onto the husband's funeral pyre was an option that was strongly approved of.[17]

Modern India is considered to be much more progressive in their attitudes towards women, however there exists a great difference between laws and practice. In the 1960's India had a greater percentage of women legislators than the United States. They have an equal rights provision in their constitution, and a great many laws specifically designed to help women.[18] However the laws are not strictly enforced, and little has actually been done to improve the status of women.[19] Many of the women in the government have fathers or husbands in politically active areas, and come from upper class families.[20] Inheritance laws have technically been equalized, polygamy is illegal,[21] child marriages are outlawed, divorce and remarriage are now legal.[22] There has been a high incidence of death and physical abuse of women, however, who venture outside of their traditional roles.[23]

China

Infanticide in China of females is carried out at birth or shortly afterwards by: drowning in "baby-ponds", immersion in cold or boiling water, suffocation, strangulation, burying alive, or most commonly, abandonment/ exposure.[26] This practice is done by the poor because of poverty, and by the rich because the girl will never amount to any "important posts in the household."[27] This is done against the Budhist religion, and could damage the position of the parent in heaven.[28] Sometimes female infanticide is justified on the grounds that by killing the daughter born into a poor family, it gives her the chance to be reborn into a richer one.[29] The practice has been illegal since 1138, at which time the court set up foundling hospitals to prevent these deaths.[30] The act of footbinding which results in tiny feet of the women was begun on girls between the ages of four and eight.

> "At this age the bones of the feet were still relatively malleable and small, and the child sufficiently socialized to endure the discomfort caused by having each foot tightly swathed from toes to ankle in bandages two yards long. Several years later, when the girl could be expected to choose physical pain over the shame of criticism from relatives and neighbors, her foot was bandaged so as to make the toes bend under and into the sole, bringing sole and heel as close together as physically possible. After a year of intense pain, during which the four smaller toes became broken and postions of flesh sloughed off from the foot, the feet became numb. Ideally, in return for her suffering, a girl gained the desirable foot shape: a length of from three to five inches and a very narrow width caused by bending the great toe upwards and backwards and the doubling under ofthe sole of the remaining toes. However, if the binding was too tight or if proper hygiene was not observed, the girl might become afflicted with ulceration, paralysis, gangrene, or mortification of the lower limbs."[31]

The purpose of footbinding was so that the man could be able to have the distinction of having this totally useless woman, who was expensive and had to be supported, as his spouse. A status symbol.[32]

Women were considered to be unclean once they reached puberty. The blood that flowed during menstation and pregnancy was considered to be both "dirty" and highly powerful.[33]

Suicide was considered to be a way of protecting one's honor. If a woman felt her honor had been tampered with, suicide was considered to be the appropriate response.[34] Suicide was also a means of getting even at someone for mistreating them. It was considered a disgrace for the husband's and the natal families if a bride killed herself.[35] Suicide was also considered to be the correct path of a virtuous widow. Once she announced her intention to follow her husband, she received respect from her community.[36] A widow was not considered to be a part of the husband's family, and no longer a part of her natal family,[37] the children remained with the husband's family. If a widow were to remarry, she would be viewed as being unfaithful to her husband, and cast suspiscion upon the legitimacy of his children.[38]

Currently in China under the Communist government, conditions are not changing that much. The inherient social norms in which the line was dependent on males for continuation are still in existance.[39] 85% of the population still operates under the "feudal patriarchal ideolgy."[40] Girls are not given incentives for higher education[41] and are still channeled into sex-typed jobs, not into the positions of authority, or decision making.[41]

NOTES

[1] Jana Everett, "Capitalist Patriarchy in India: Undermining, Adapting, and Reinforcing the Brahmanical Tradition," Diss. Univ. Of Colorado-Denver 1983, p. 2.

[2] Everett, 1983, p. 7.

[3] Robert Orr Whyte and Pauline Whyte, The Women of Rural Aisa, (Boulder, CO: Westview Press, 1982), p. 206.

[4] Whyte, p. 29

[5] Everett, 1983, p. 3.

[6] Everett, 1983, p. 4.

[7] Everett, 1983, p. 7.

[8] Whyte, p. 140.

[9] Whyte, p. 30.

[10] Whyte, p. 47.

[11] Everett, 1983, p. 7.

[12] Everett, 1983, p. 3.

[13] Everett, 1983, p. 16.

[14] Everett, 1983, p. 8.

[15] Whyte, p. 32.

[16] Everett, 1983, p. 6.

[17] Everett, 1983, p. 6.

[18] Jana Matson Everett, Women and Social Change in India, (New York: St. Martin's Press, 1979), p. 1.

[19] Everett, 1979, p. 1.

[20] Everett, 1979, p. 47.

[21] Everett, 1979, pp. 164-65

[22] Everett, 1983, p. 10

[23] Everett, 1983, p. 16.

[26] Bernice J. Lee, "Female Infanticide in China," in Women in China: Current Directions in Historical Scholarship, ed Richard W. Guisso and Stanley Johannesen (Youngstown, NY: Philo Press, 1981), p. 163.

[27] Lee, p. 168.

[28] Lee, p. 164.

[29] Lee, p. 167.

[30] Lee, p. 166.

[31] Alison R. Drucker, "The Influence of Western Women on the Anti-Footbinding Movement 1840-1911," in Women in China: Current Directions in Historical Scholarship, ed Richard W. Guisso and Stanely Johannesen (Youngstown, NY: Philo Press, 1981), p. 180.

[32] Drucker, p. 179.

[33] Emily M. Attern, "The Power and Pollution of Chinese Women," in Women in Chinese Society, ed Margery Wolf and Roxane Witke (Stanford: Stanford Univ. Press, 1978), pp 193,211.

[34] Margery Wolf, "Women and Suicide in China," in Women in Chinese Society, ed Margery Wolf and Roxane Witke (Stanford: Stanford Univ. Press, 1978), p. 111.

[35] Wolf, pp. 112-114.

[36] Wolf, p. 111.

[37] Ann Waltner, "Widows and Remarriage in Ming and Early Qing China," in Women in China: Current Directions in Historical Scholarship, ed Richard W. Guisso and Stanley Johannesen (Youngstown, NY: Philo Press, 1981), p. 129.

[38] Waltner, p. 131.

[39] Norma Diamond, "Collectivization, Kinship, and the Status of Women in Rural China," Bulletin of Concerned Asian Scholars, Vol. 7, No. 1, Jan-Mar 1975, p. 26.

[40] Diamond, p. 25.

[41] Diamond, p. 26.

[42] Jane Price, "Women and Leadership in the Chinese Communist Movement 1921-1945," Bulletin of Concerned Asian Scholars, Vol. 7, No. 1, Jan-Mar 1975, pp. 19-24.

Language Arts - Nonverbal Behavior

Prepared for Pam Wright
Louisville Middle School
By Patty Moss

260

CURRICULUM UNIT

Spring 1983

Instructor: Patricia L. Moss
Discipline: Language Arts - Nonverbal Behavior
Grade Level: Sixth Grade
School: Louisville Middle School

Format: Lecture, Games, Discussion in the Form of a Question and Answer Period
Time Frame: One Class Time of Approximately 45 Minutes
Supplementary Materials:

Pictures from Magazines: These pictures would be used to show examples of the various forms of nonverbal behaviors. They could also be used to practice "reading" what the individuals are "saying."

Posters: Ideally, these posters would show the general characteristics of male and female body postures. (The most effective use of this medium would be to either use well-known personalities or match the subjects of the posters to your intended audience.)

Camera and Film (Optional): The camera would be used to record the students practicing nonverbal behaviors. The pictures can then be used to create a bulletin board in the classroom and also provide the basis for further discussion on their use of nonverbal behaviors.

Goal: The goal of this unit is to make the students aware of body language as a form of communication, its importance to them, and the various forms it may take in order to increase their sensitivity to how they and others use their bodies to express emotions and communicate with others.

Objectives:

1. To familiarize the students with a language that they "speak" and "read" but which they may not be consciously aware of.
2. To discuss the importance of nonverbal communication to their understanding of themselves and others.
3. To identify the various forms of nonverbal communication and provide examples of behaviors typical of each form.
4. To provide a means of practicing communicating without words.
5. To provide a means of identifying sexism in nonverbal communication.
6. To encourage students to use this information for an increased sensitivity in observing and understanding others.

Objective No. 1: To familiarize the students with a language they "speak" and "read" but which they may not be consciously aware of.

What is nonverbal communication? It's "the way we express ourselves not by what we say but what we do."[1] "When you were a newborn baby, you didn't know any words...but you could still talk."[2] After you entered school, you became more verbal and reliant upon the spoken and written word. It was then that you lost a conscious awareness of your use of body language.[3] Subconsciously, though, your mind still "reads" this communication.

Objective No. 2: To discuss the importance of nonverbal communication to their understanding of themselves and others.

What I want to do today is make this language again a part of your conscious awareness, because this information is important to you. Why? Because "the fact that you and everyone around you are constantly sending off nonverbal clues is important because it means that you have a constant source of information available about yourself and others. If you can tune into these signals, you'll be more aware of how those around you are feeling and thinking, and you'll be better able to respond to their behavior."[4]

On the personal side, haven't you been around someone who you knew was angry or upset but they couldn't or wouldn't tell you with their words what was on their mind? But yet you knew something was bothering them.[5]

We use language as much to conceal as reveal our feelings. Our words are verbal masks that serve to hide our feelings; it's our actions that convey our feelings and reveal any discrepancies. We say what we think we ought to say, but the accompanying nonverbal behaviors can give us or others away.[6] "Contradictory messages are a pretty good indication of deliberate or unconscious deception, and matching signals reinforce your message."[7]

As further proof of the importance of understanding nonverbal communications, think of the following: "Psychologist Albert Mehrabian claims that less than 10 percent of what we communicate comes from our words, the rest being sent by nonverbal messages."[8] If you're not tuned into nonverbal communications, that means you're missing 90 percent of what people are saying.

Objective No. 3: To identify the various forms of nonverbal communication and provide examples of behaviors typical of each form.

Now that you understand the importance of nonverbal behavior clues, what will you be looking for? You'll need to watch for the following: the use of the space surrounding an individual; their postures and gestures; their facial expressions and whether or not eye contact is made or avoided; the tone, speed, and pitch of their voice; the clothes people wear and their environment; and lastly, if there seems to be some unspoken power structure between two or more individuals. There are, of course, many more forms of nonverbal communication, but we'll start with these. Each of the above behavioral clues convey a meaning that reveals an individual's feelings. Let's see what some of these meanings are.

The use of space surrounding an individual. "Each of us carries around a sort of invisible bubble of personal space wherever we go. We think of the area inside this bubble as our private territory--almost as much a part of us as our own bodies."[9]

Skin contact to 18" is the space we allow those close to us to enter. 18" to 4' keeps others at "arms length." A social distance is between 4-12', while most business or classroom environments usually maintain distances beyond 12'.[10] Think about the following expressions dealing with this personal space: "too close for comfort," "standoffish," "turning your back" on someone, or "bridging the gap."

Another thing to think about personal space is the issue of power. Has a person's space been invaded or was another allowed to enter it? If it was invaded, why did the other person have the power to do so?

Postures. Leaning forward shows interest while slumping back shows boredom. A relaxed posture shows that an individual is in a non-threatening situation. A threatening situation makes it difficult to relax and the individual is seen as up-tight.[11]

It is also possible to change our feelings by changing our postures. Try to slouch as if you were feeling down. Now, throw back your shoulders as if you were confident. Didn't you feel different with each posture?

Also, there is a reason beyond the obvious physical one for having you sit up straight--slouching shows a lack of self-assurance or self-esteem. Sitting up straight would change these negative messages into more positive ones.[12]

Gestures. "Most of us, at least unconsciously, know that the face is the most obvious channel of expressing emotions, and we're especially careful to control our facial expressions when trying to hide our feelings. But most of us are less aware of the ways we move our hands, legs and feet, and because of this these movements are better indicators of how we truly feel."[13]

Whitened knuckles and clenched fists show anger; biting nails or playing with hair show nervousness.[14] Hands in pockets reveal a person who is secretive or critical.[15] Thumbs hooked under the belt indicate "everything is under control."[16]

Women hold their legs close together, feet either straight or turned slightly inward with their arms close to the body. Men usually have their legs far apart with their feet turned outward and their arms held at a distance from their bodies. These nonverbal behaviors are learned at an early age along with sex roles and are characteristic of the roles they will be playing. Women's roles require them to be seen as thin, small and harmless while men's roles require them to be seen as big and strong. When either men or women take on the body language seen as appropriate to the opposite sex, others view them as different or deviant.[17] Instead, their behavior should be seen as expressing their emotions. Viewed in this way versus typing according to sex, you will avoid sexism and see the whole range of feelings open to all individuals.

Facial Expressions and Eye Contact. As mentioned before, we tend to modify our facial expressions to mask the appearance of another--this can be dictated by either the culture or situation.[18] A good example of this would be the smile you put on your face while you walk through the other team's lineup congratulating them on beating you. A "poker face," "look of innocence," or the judgment that a person "looks guilty" are expressions that show we are aware of facial expressions as a means of communicating to others.

There are also several expressions dealing with eye contact: the "blank stare," the "look that could kill," the "evil eye," and a "stare down."

Meeting someone's else's eyes implies a sense of involvement; looking away a desire to avoid conflict. It can also signify dominance and submission. Are we looking up to someone or looking down on them?[19]

Voice Tone, Speed, and Pitch. "Results obtained in a number of studies substantiate the conclusion that vocal characteristics of speech communicate emotional states."[20] Intrusive sounds like laughs or sighs or the clearing of the throat are good predictors of stressful situations.[21]

We tend to talk slower and lower when we are relaxed, but tend to talk faster and higher when we are lying.[22] I'm not trying to teach you to lie to others but how to know if they are lying to you.

Touch. Touch can mean different things to different people. We use touch to show love, endorsement of another, to have a calming effect, to interrupt others, and as a gesture of power.[23] The effect of touch on babies can show how powerful this nonverbal communication behavior is--babies have died when they haven't been touched enough even though they have had their other survival needs met.[24]

Clothing. "We use clothing to categorize people and fashion as a uniform that tells the public who's "in" and "out."[25] We also use uniforms as an indicator of the individual's personal qualities. For example: the cowboy is macho, police officers are tough, the military is strict, and the doctor is seen as all knowing. These personal qualities may or may not be present, so we should use caution when using clothing to judge an individual.

The Environment. Our environment both represents and affects us. Haven't you been able to tell a lot about someone by their room? their car? These are examples of how our environment represents us. On the other hand, studies have shown that we become tired and bored quickly in an ugly room whereas we have a greater desire to work and feel more confortable and important in a beautiful room.[26] Is our environment communicating positive or negative things to or about us?

Objective No. 4: To provide a means of practicing communicating without words.

Because nonverbal communication represents our feelings or emotions, have the class portray the following in nonverbal behaviors: pain, fear, happiness, loneliness, boredom, sadness, nervousness, anger, smugness, victory, confidence, depression, and shyness. If they have difficulty getting into the mood of the emotion, describe situations that they would be familiar with that would call for these emotions. As they are "talking", point out to the class behaviors that are typical of each of the emotions.

By having the class act out the above emotions, they will become aware that they have been "talking" nonverbally without a conscious realization of the skills they have. This should give them some confidence to use this information in dealing with others.

Objective No. 5: To provide a means of identifying sexism in nonverbal communication.

Sexism in nonverbal communication is those behaviors that we type as "male" or "female" in accordance with learned sex roles. The purpose of the following game is to point out the differences in nonverbal communication between the sexes in order to point out that these behaviors are learned, some are arbitrary with no real logic behind them, but all can be changed.

Have the class divide into male-female pairs where they will "mirror" the actions of the other in sex typical situations. The use of sexist situations is necessary to give the students an understanding of sexism and how it is so much a part of their lives--especially their nonverbal communication.

Examples such as the following can be used: combing their hair, holding a baby, throwing a pass, shaking hands, getting someone's attention, trying to interrupt someone, and shyness. Take each example and have one sex be the leader in the mirroring, then switch to the opposite sex.

Taking pictures during this game will provide samples of various behaviors and yet allow the viewer to compare "naturalness" or "unnaturalness" of various behaviors based on sex. These pictures can then be used for further discussion on sexism and the need to allow individuals a wider range of emotions and feelings.

Another game which can be used to point out sexism is the "Exercises for Men" found on pages 143-144 of Nancy Henley's book Body Politics.[27] The purpose of these exercises is to illustrate in a humorous way the "absurdity of 'ladylike' postures."[28]

Exercises:

Bend down to pick up an object from the floor. Each time you bend remember to bend your knees so that your rear end doesn't stick up, and place one hand on your shirtfront to hold it to your chest. This exercise simulates the experience of a woman in a short, low-necked dress bending over.

Run a short distance keeping your knees together. You'll find you have to take short, high steps if you run this way. Women have been taught it is unfeminine to run like a man with long, free strides. See how far you get running this way for 30 seconds.

Sit comfortably on the floor. Imagine that you are wearing a dress and that everyone in the room wants to see your underwear. Arrange your legs so that no one can see. Sit like this for a long time without changing your position.

Walk around with your stomach pulled in tight, your shoulders thrown back, and your chest thrust out. Pay attention to keeping this posture at all times. Notice how it changes your breathing. Try to speak loudly and aggressively in this posture.

If time allows, have the class think of examples of "Exercises for Women" that could be used to show the absurdity of "macho" behaviors.

A review of the above games would show: what kinds of nonverbal behaviors are used to show which emotions, the meanings of each of the behaviors, and the role sexism plays in which behaviors we used.

Objective No. 6: To encourage students to use this information for an increased sensitivity in observing and understanding others.

"When you become aware of nonverbal messages in your everyday life you should think of them not as facts but as clues which need to be checked out."[29] The use of nonverbal clues can be an invaluable aid in your understanding of others. If there is a difference between what their words say and what their bodies say--remember that their bodies are revealing their true feelings.

While nonverbal behaviors transmit our feelings, we must rely on words to convey our thoughts.[30] Both forms of communication are important, and that is why we want to bring nonverbal behaviors back into our conscious thoughts.

Notes

[1] Ron Adler and Neil Towne, Looking Out/Looking In: Interpersonal Communication (Corte Madera, California: Rinehart Press, 1975), p. 200.

[2] Sue Castle, Face Talk, Hand Talk, Body Talk (Garden City, New York: Doubleday and Co., Inc., 1977), n. pag.

[3] Castle, n. pag.

[4] Adler and Towne, p. 203

[5] Adler and Towne, p. 204.

[6] Barbara Parker, "Nonverbal Behavior," Women Studies 304, University of Colorado, Boulder, 27 January 1983.

[7] Adler and Towne, p. 238.

[8] Adler and Towne, p. 200.

[9] Adler and Towne, p. 207.

[10] Adler and Towne, pp. 208-210.

[11] Adler and Towne, p. 214.

[12] Gerard I. Nierenberg and Henry H. Calero, How to Read a Person Like a Book (New York, New York: Pocket Books, 1971), p. 94.

[13] Adler and Towne, pp. 215-216.

[14] Adler and Towne, p. 216.

[15] Nierenberg and Calero, p. 37.

[16] Nierenberg and Calero, p. 171.

[17] Marianne Wex, Let's Take Back our Space: "Female" and "Male" Body Language as a Result of Patriarchal Structures, trans. Johanna Albert, English eds. Pilar Alba and Virginia Garlick (Berlin, West Germany: Movimento Druck, 1979), p. 7.

[18] Daniel Druckman, Richard M. Rozelle, and James C. Baxter, Nonverbal Communication: Survey, Theory, and Research, Sage Library of Social Research, Vol. 139 (Beverly Hills, California: Sage Publications, 1982), pp. 62-63.

[19] Adler and Towne, p. 221.

[20] Druckman, Rozelle, and Baxter, p. 44.

[21] Druckman, Rozelle, and Baxter, p. 45.

[22] Druckman, Rozelle, and Baxter, p. 47.

[23] Nierenberg and Calero, p. 127.

[24] Adler and Towne, pp. 225-226.

[25] Adler and Towne, pp. 232-233.

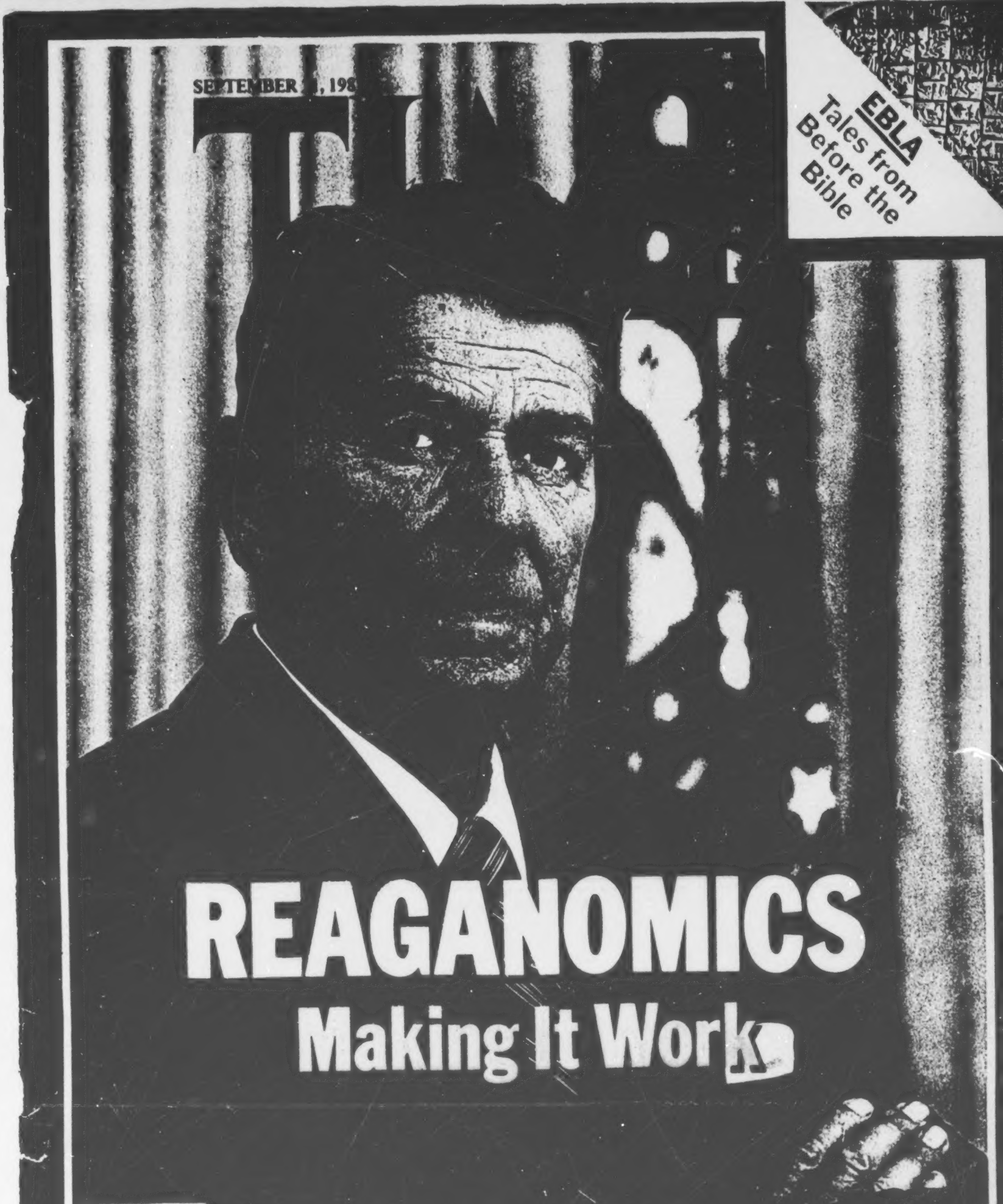
[26] Adler and Towne, p. 237.

[27] Nancy M. Henley, _Body Politics: Power, Sex, and Nonverbal Communication_ (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977), pp. 143-144.

[28] Henley, p. 144.

[29] Adler and Towne, p. 204.

[30] Adler and Towne, p. 203.

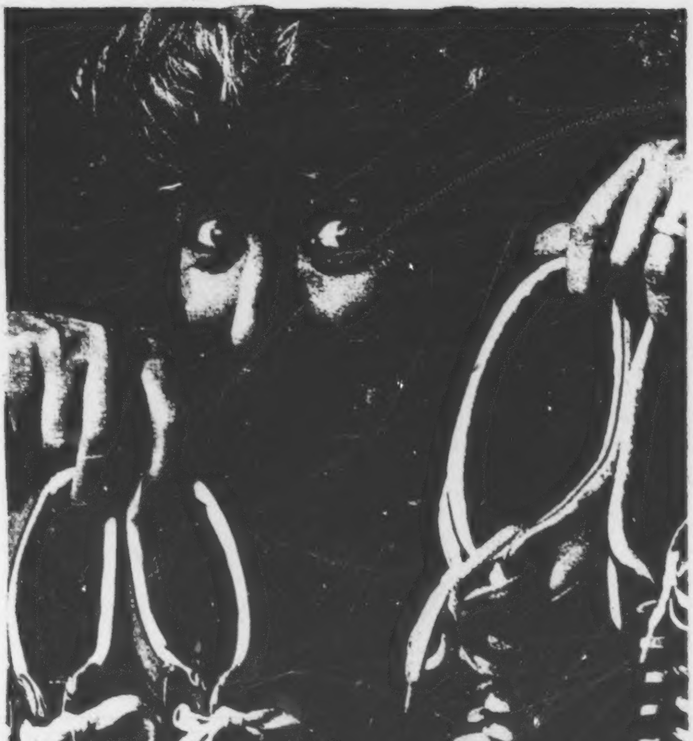


SEPTEMBER [illegible]1, 198

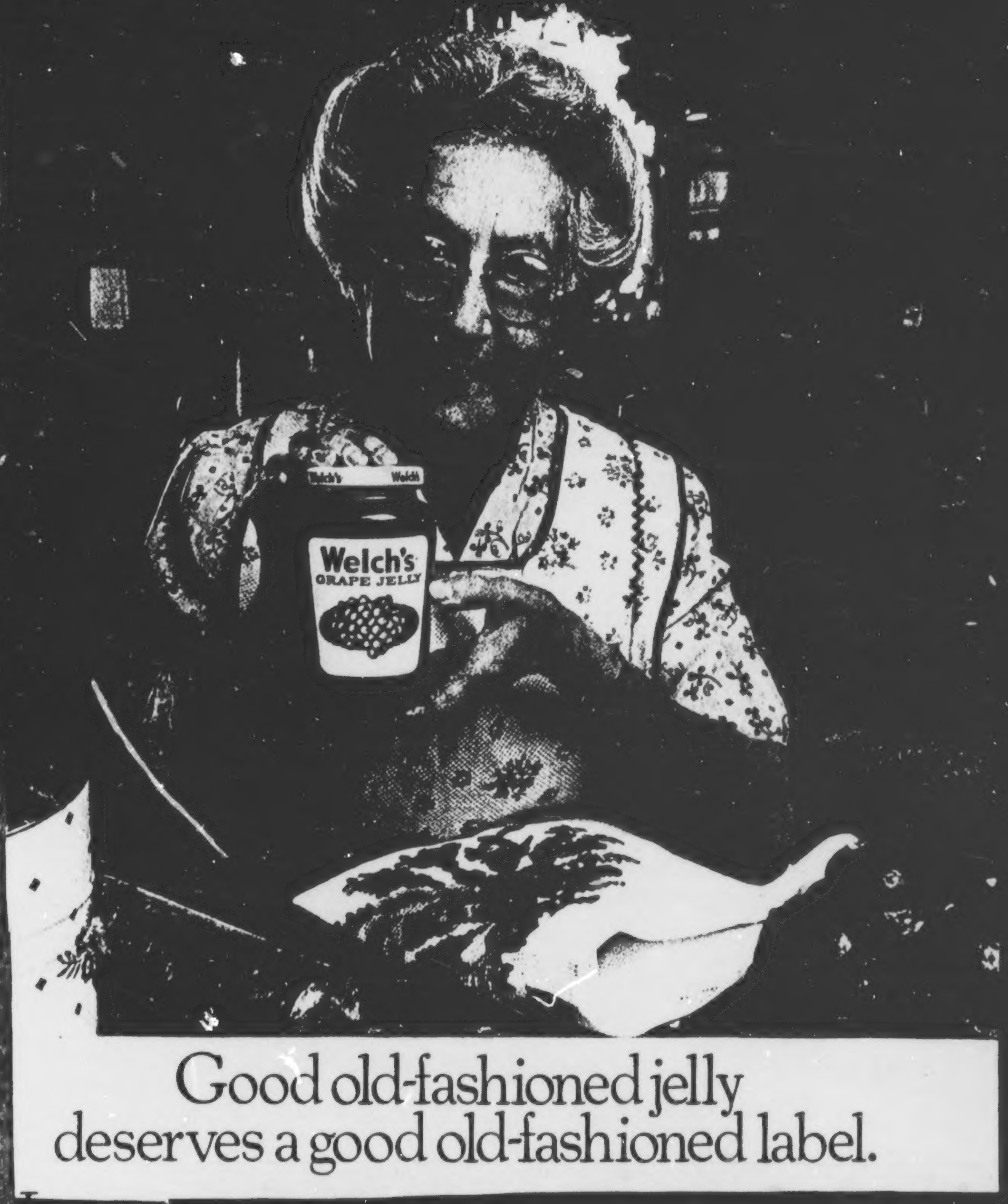
EBLA
Tales from
Before the
Bible

REAGANOMICS
Making It Work

We prepare peas
for Jamie.


SNEAKEROSIS?
PHEW!

INSIDE
SPORTS
THE DIFFERENCE IN DALLAS IS DANNY
(AND TOO TALL)
CHRISTMAS TOYS
INSTANT REPLAY
CRAZY SEASON
AL McGUIRE'S
COLLEGE BASKETBALL
PREVIEW


Welch's
Welch's
Welch's
GRAPE JELLY
Good old-fashioned jelly
deserves a good old-fashioned label.

Stereotyping and Social Biases

Prepared for Dane Hansen
Louisville Middle School
By C. J. Adams-Gorton

WMST 304 Curriculum Design Project
May, 1983

Instructor: C.J. Adams-Gorton
Discipline: Reading
Grade Level: 7th
School: Louisville Middle

Format: Introduction/Lecture/Discussion/Classroom and home activities and exercises
Time Frame: Three 40-minute class sessions
Supplementary Materials: Various book and magazine illustrations; film The Fable of He and She; overhead projector; household-chores-assignment sheet; non-sexist language worksheet.

Rationale: This unit will cover the following; Defining "isms", (sex, age, race); determining the existence of "isms" and where they are found; discussing reinforcement mechanisms of sex-role stereotyping; evaluating the effects of sex-role stereotyping. Because this is a seventh-grade reading class, examples will be taken from written materials appropriate for this age group. The coverage of this material is important in that the subject matter will affect each and every individual in the class - both blatantly and subtly - and because recognition preludes control, it is hoped that this unit is but a beginning for these students in helping them to have more control over their own destinies.

Goals: The purpose of these three class sessions is to help the class members become more aware of stereotyping and social biases, how they are affected individually, and as a whole. Because this is a seventh-grade reading class, special emphasis will be placed on language-use in its various forms - reading materials, mass-media, and everyday individual communication. By becoming aware of sex-role stereotyping, how it occurs and handicaps people in a society, these junior high students can learn to identify and incorporate non-sexist thinking and communication, which will in turn give them more control over their own lives, rather than merely that of being controlled. Activities will include class discussions, film viewing, non-sexist language exercises, and learning to recognize sex-role stereotyping, as it is found in the printed word, the media, and the sexual division of labor.

Objectives for this unit:

1. To define terms: Ageism, racism, sexism, and stereotyping; in order to set a common basic understanding of the terms which will be an integral part of class discussions.
2. To determine the existence of "isms", where they are found in our society, and why they are a part of it.
3. To discuss reinforcement mechanisms of stereotyping, with special emphasis on sexism, (schools, media, home, etc.).
4. To evaluate the effects of sex-role stereotyping, including academic, psychological, and physical results.
5. To achieve general awareness and recognition of social bias and application of this knowledge to everyday living.

Objective 1: To define terms: Ageism, racism, sexism, and stereotyping; in order to set a common basic understanding of the terms which will be an integral part of class discussions.

A. Students will be asked to define the terms first from "off the top of their heads". To avoid confusion, words can be shown on the overhead projector with the dictionary definitions covered up. When the students have defined the word as best they can, then the dictionary definition can be uncovered for comparison, (see A-A). By beginning with the "root" words, the clarity of the meanings will be more easily understood by the students.

1. age
2. race
3. sex
4. ism

B. After defining "ism", it will then be added to the "root" words to form new words which the students will then attempt to define by themselves and then by comparison with the dictionary definitions. The last definition will be added here, (see A-A).

1. ageism (spelled correctly with/without the "e")
2. racism
3. sexism
4. stereotype

Objective 2: To determine the existence of "isms", where they are found in our society, and why they are a part of it.

A. Starting with "ageism", the instructor will ask the class if there is discrimination against any particular age group in our society? Most students will be quick to respond with "yes", and the instructor can ask them to give a few examples. At this time it is helpful for the instructor to show examples from magazines and/or books and newspapers which illustrate ageism. Showing a few pictures from a book on child-battering[1] was especially thought-provoking for the students involved in this unit because of recent media coverage regarding the subject. The students were asked if child-battering is a form of ageism, and if so, to explain why it is. Examples of sexual-abuse were also used to illustrate ageism,[2] although not in any detail, (only the newspaper "caption" and bookcover were shown), but the students were very informed as to the subject-matter and felt free to discuss it, (see A-C).

B. The instructor will then ask the students if "racism" is a reality in our society, and if so, to give examples. The instructor can show examples from textbooks pertaining to slavery, the Holocaust, and also draw upon the fact that very few "minorities" are even pictured at all. Also given as examples could be television programs, radio disc-jockeys, people in powerful positions such as presidents, principals, and the like. Thus, the students help in recognizing the reality of racism as they respond to questions such as, "Why do you think we've never had a black president? Or a Spanish one?"

C. The instructor then moves on to "sexism" by asking the students if if exists in our society, and if so, how it is manifested? After the class discusses the reality of sexism as they know it, a good example for the instructor to give the class is to point to a boy in the class and say, "You run like a girl". After the giggles and comments die down, the instructor can then ask if such a comment is negative or positive? Then by turning to a girl class member and stating, "You throw just like a boy", and again asking the class to decide if the comment has negative or positive connotations, the instructor can help the class to recognize how language reflects attitudes in a society, and can, in effect, also be a controlling measure at the same time. An example of language control is to question the students as to whether the boy will try and change the way he runs, and if the girl will try and change the way she throws. This is a good time for the instructor to question why we have had no female presidents, (the students said racism was the factor before), and to question whether it is only because of racism and ageism. Also, what about incest? Is it ageism, racism, or sexism? (the students said it was ageism previously). It would be helpful for the instructor to show any visual aids relating to incest again at this point. The instructor may want to draw attention to a few historical facts which have influenced the present:

- in early American society, were women sent to school? Were men? Blacks? Girls?
- were women permitted to vote? Were Blacks? What about White men? Black men? Black women? Spanish men and women?
- were women allowed to own property?
- get divorced?
- smoke or drink in public?

Question: Is this sexism, racism, or ageism? And is it still alive and well in our society?

*This is a good place to show an example(s) from a magazine, (see A-F), which shows all three "isms" at work.

*Another good example is to ask the students what they want to be - their dream? Follow this with the same question, only add, "if you were the other sex?" If the answers are different, this is an example of sexism, because an individual's abilities would remain pretty much the same, regardless of their sex.

Objective 3: To discuss reinforcement mechanisms of stereotyping, with special emphasis on sexism, (schools, media, home, etc.).

A. The instructor should plan ahead, preferably over a weekend, and assign the household chores assignment, (see A-D), along with the magazine advertisement exercise, (see A-E).

*The purpose of the household chores assignment is: 3

1. To make students aware of the attitudes they

and others possess about certain household chores.

2. To help students understand the connection between skill and chores and sex-role stereotyping.
3. To encourage girls and boys to expand their skills and their attitude regarding household chores.
4. To encourage communication and awareness in families regarding household chores, who does them, and why.
5. To promote shared-responsibilities for household chores rather than the division of chores according to sex-role stereotyping.

B. Other types of reinforcement mechanisms can be discussed. A good place to begin is in the home with television, radio, reading materials, and even in-home advertisements such as those found on soap and cereal boxes. The instructor can ask, "How many women have you seen on T.V. that repair cars? How many have you seen that worry about 'ring-around-the-collar'?" Help students to realize that we are constantly being bombarded with the media telling what our roles are, and what we should worry about.

C. Discussion should include the types of supplemental materials found in the classroom which can influence social bias:[4]

1. textbooks
2. workbooks
3. pamphlets
4. anthologies
5. encyclopedias
6. tests
7. supplementary books
8. paperbacks
9. programmed instructional systems
10. dictionaries
11. reference books
12. classroom periodicals
13. newspapers
14. films
15. records and cassettes
16. learning games
17. audio and video tapes and slides
18. graphic items

D. The instructor can help students list other reinforcement mechanisms at work in our society. An overhead projector is helpful here. Such mechanisms as:

1. Unconscious and conscious discrimination by:
    - -teachers
    - -family members
    - -business people
    - -employers
    - -friends
    - -government
2. Learned expectations and differential treatment:
    - -sex-related colors (beginning at birth)
    - -sex-related names
    - -sex-related toys
    - -expecting boys to be dominant, aggressive, unemotional, and a provider
    - -expecting girls to be passive, submissive, emotional, and nurturing

Objective 4: To evaluate the effects of sex-role stereotyping, including academic, psychological, and physical results.

A. This is a good place for the instructor to show the film, "The Fable of He and She".[5] It is an 11-minute, animated, and colorful film aimed at elementary school level, but delightful for all age groups, (see A-G). The film challenges stereotyped roles and shows that new ways of doing old skills and chores, can work without handicapping the individuals concerned. After the viewing of the film, students can be divided up into small groups, about 5-6 in each group. The instructor may want to select group members in order to maintain sex-ratios in each group and perhaps "stir-up" classroom-cliques. An overhead projector may work well as an aid to the discussion groups, and an example question sheet may be found in Appendix A-H. The more the students can "introspect" about their own families'role divisions, the better, and the film helps to achieve this. It is important that the students realize that the "earthquake" in the movie, and the "reversequake", symbolize life events which cannot be controlled; something which "separates". Good examples of such separation, for use with the students, are death and divorce.

B. A good discussion for evaluating the effects of sex-role stereotyping will include all aspects of an individual which are affected. Sex-role stereotyping enhances the differences between individuals rather than the similarities, and these differences are always measured in superior/inferior realms. The instructor should, at this point, help the students to realize that while the group that is labeled"inferior"suffers the loss of opportunity to reach their potential - the same is true for certain aspects of the "superior-labeled" group. Examples of the losses to both groups are:

Inferior-labeled[6]

1. loss of self-esteem
2. limited educational career goals
3. inadequate vocational and career training
4. physical and intellectual underdevelopment
5. ambivalance about success and leadership
6. inadequate identification of self

*7. loss of human potential, academically, physically, and psychologically

Superior-labeled[7]

1. loss of emotional expression to others and to self
2. loss of perspective and good judgement
3. overcommitment to competition
4. unhealthy physical stress and premature loss of life[8]
5. heavy psychological stress
6. inadequate parental training and identity

*7. loss of human potential, academically, physically, and psychologically

Objective 5: To achieve general awareness and recognition of social bias and application of this knowledge to everyday living.

A. Because a huge portion of the student's exposure to social bias comes from the written word, it would be valuable at this point, to discuss the students' own textbooks - allowing them to discover any "isms" or the lack of same.

B. A non-sexist language exercise would also be beneficial, (see A-I). But it is important that the instructor aid the students in realizing that language is not only "used" by them - it also CONTROLS them and reinforces past/present social biases. Linguistic bias reflects cultural bias, which reflects control over the members in a society, who continue to use linguistic bias which reflects social bias, and on and on and on. Thus, the cycle is not only set into motion, it also remains in motion and gains momentum by its own impetus. The instructor may give the class examples of what it would be like if "feminine" terms were used as the "standard", in the same way that we have grown used to using "masculine" terms, such as the generic "he", forefathers, mankind, and the like.

Students seem quick to recognize the absurdity of sexism as well as the other "isms", yet it would be impossible to counteract completely the continuous flow of such biases that influence them on a daily bases. This Curriculum Unit can easily be expanded to a much longer and more intensive unit by allowing more time for discussion, comparisons, and exercises. Instructors should feel free to supplement the unit with their own personal experiences and knowledge, always keeping in mind that none of us ever will be completely free of social bias, that it's a daily struggle, and well worth the effort!

APPENDIX

Definitions

A-A.

AGE

-individual's development measured in terms of years.[1]

RACE

-a family, tribe, people or nation belonging to same stock.[1]

SEX

-the sum of structural characteristics that distinguish male and female.[1]

ISM

-manner of action of a person or thing; abnormal state or condition;[1] a distinctive doctrine or cause.[2]

Example: alcoholism

AGEISM

-prejudice or discrimination against a particular age group and especially the elderly.[1]

RACISM

-notion that one's own ethnic stock is superior;[2] the belief that race is the primary determinant of abilities.[1]

SEXISM

-discrimination by members of one sex against the other, especially by males against females, based on the assumption that one sex is superior.[2]

STEREOTYPE

-when a person is treated not as an individual person but as part of a group whose members are all assumed to have the same characteristics, abilities, interests, etc.[3], (see A-B).

The above definitions, minus the footnote references, can be placed on overhead projector plastic for easy observation by the entire class. Definitions can be"covered"until the class has defined the exposed word, and then comparisons can be made with the dictionary definitions. When the class is defining the words from "off the top of their heads", it is important to remember that their definitions are not "wrong" in any way - their "answers" are merely expressions of what they think the word means. A negative response on the part of the instructor would be an inhibiting factor on the spontaneous involvement of the class participants.

Definition Quiz

1.	(discrimination)	Unfairness toward a certain group of people because of their race, sex, or age.
2.	(sexism)	Judging a person's skills, abilities, likes and dislikes by his or her sex.
3.	(sex discrimination)	Unfairness toward a person because of his or her sex.
4.	(stereotype)	When a person is treated not as an individual

person, but as a member of a group, all sharing the same abilities and skills.[4]

5. (ageism) Discrimination against a particular age group.
6. (racism) Believing one is superior on account of their ethnic stock.
7. (ism) A distinctive doctrine or cause.
8. (sexism) Belief that males are superior to females.

Examples of stereotyping:

A. All girls can bake good cookies.
Sue is a girl.
Sue can bake good cookies.[5]

B. All boys can play football well.
Sam is a boy.
Sam can play football well.

The above examples work well with the overhead projector. Quiz words can be filled in as the students guess the correct word.

*Instructor's note: The definition -quiz can easily be used on an overhead projector at any point in the unit when the instructor feels the students might benefit from a "refresher" exercise. It can be especially helpful if the unit is spread out over a larger amount of time. Depending on indiviaual class-levels of exposure, the instructor may wish to fill-in the first letter of each "blank"- this also can save time and confusion by eliminating incorrect answers.

APPENDIX A-C

A-D

Household Chores Assignment

Think about the household chores that need to be done in your home, and think about who usually does them. A few examples are:

___ laundry
___ ironing
___ sewing
___ cooking
___ floor mopping

___ vacuuming
___ pet care
___ car washing
___ repairing
___ grocery shopping

___ bed making
___ toilet cleaning
___ dish washing
___ baby sitting
___ other

1. As your homework assignment, try and find a chore that is most often done by someone in your family who is the other sex. It does not have to be something you have never done, or something the other family member always does - just that they do it more often than anyone else.

2. After choosing the chore, (or chores, if you're adventurous), decide on a good time for you to take over, and tell the other person that you would like to do the chore next time. Be sure to do the chore when it needs to be done and according to the other person's standards for that chore.

3. The only thing you cannot do is to tell the other person that this is a school assignment. You must "sell" the person on the idea that you:

   ___ just want to be helpful
   ___ want to learn how the job is done correctly
   ___ need the experience
   ___ or whatever clever reason you can come up with

4. Then complete the following:

   A. The chore I chose was ______________, (or check one above).
   B. It is most often done by ______________________________.
   C. I told the family member that my reason for wanting to do the chore was ____.

   D. The reaction of the family member was one of ____________.
   E. The reaction of other family members was ______________.
   F. It took me _________________ long to accomplish the chore.

   G. I am a _______ girl/boy.
   H. While doing the chore I felt ______________________.
   I. Knowing how to do this chore _____________ will/will not be useful to me as an adult.

   J. I ______________ will/will not ever do the chore again.
   K. If I will do it again, it will be because ______________.
   L. If I will not do it again, it is because ______________.

   M. Some jobs are "women's work" __________ yes/no.
   N. Some jobs are "men's work" __________ yes/no.
   O. This assignment was __________________ beneficial/a waste.

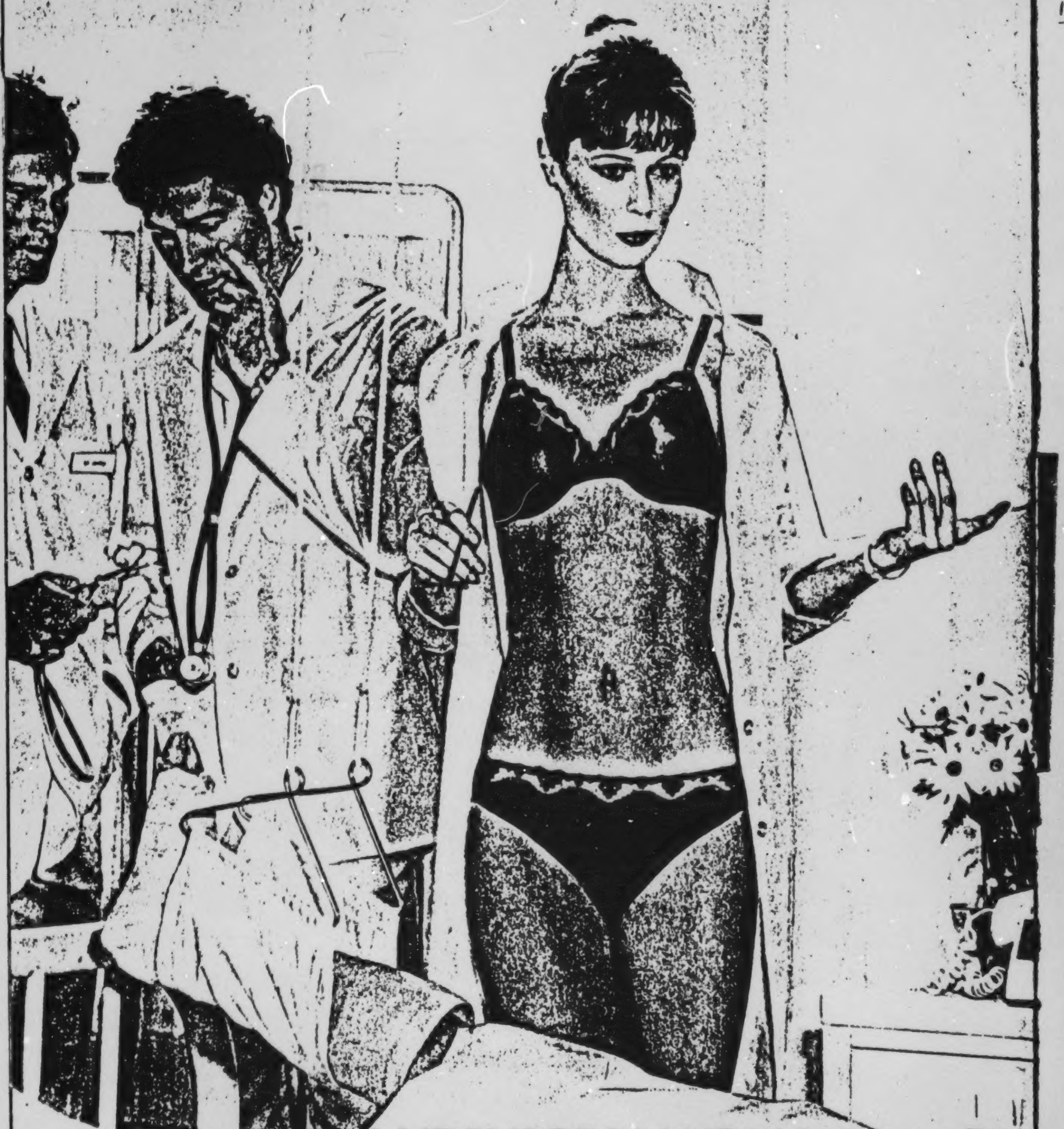
—C.J. Adams-Gorton

Magazine Advertisement Exercise

This is a fun type exercise for students. It takes only a little time at the outset to accomplish and sets the groundwork for a lot of valuable discussion.

The instructor assigns a homework assignment which involves the students cutting-out one or more advertisements from magazines, (or the students may want to bring in the entire magazine, newspaper, or other source). The instructor may want to collect them when the students bring them into class, if time is a problem, and pre-sort them in order to center the discussion on a few rather than many. If time allows, each student may take a turn in showing the other class members the advertisement they brought, and discussion can follow each individual's contribution. The instructor can enhance discussion by asking questions such as, "What is the first thing this advertisement is saying?" and, "What else is it telling us...as girls...as boys?". What is it saying about ourselves; the other sex; who needs what; who uses what; and how it can affect our behavior?

This assignment can be combined with the housechores assignment, (see A-D), and the students can attach them together to be turned in for later discussion.



THE MAIDENFORM WOMAN. YOU NEVER KNOW WHERE SHE'LL TURN-UP.

She's making the rounds in elegant Delectables.®
The seamless bra and matching bikini are silky satin tricot with antique lace scalloping and a touch of shirring. Choose the underwire (shown), softcup or light fiberfill bra, from $8.50. Bikini $6. In an array of colors. Just what the doctor ordered.

Delectables by Maidenform®

Prices are suggested retail. Prices higher in Canada.
All "Antron" III nylon. Exclusive of decoration. DuPont registered trademark. Watch by Tourneau. Earrings by Beth Moskowitz.

15

volution. Explain each

civil war
international war

at Saratoga and York-
ad far-reaching results.
y was important.

for the American Pa-
rful British forces?

le and Benedict Arnold.
a hero and the other a

eclaration of Independ-
ated that "all men are
the Declaration of Inde-
those Americans who
Why do you think that
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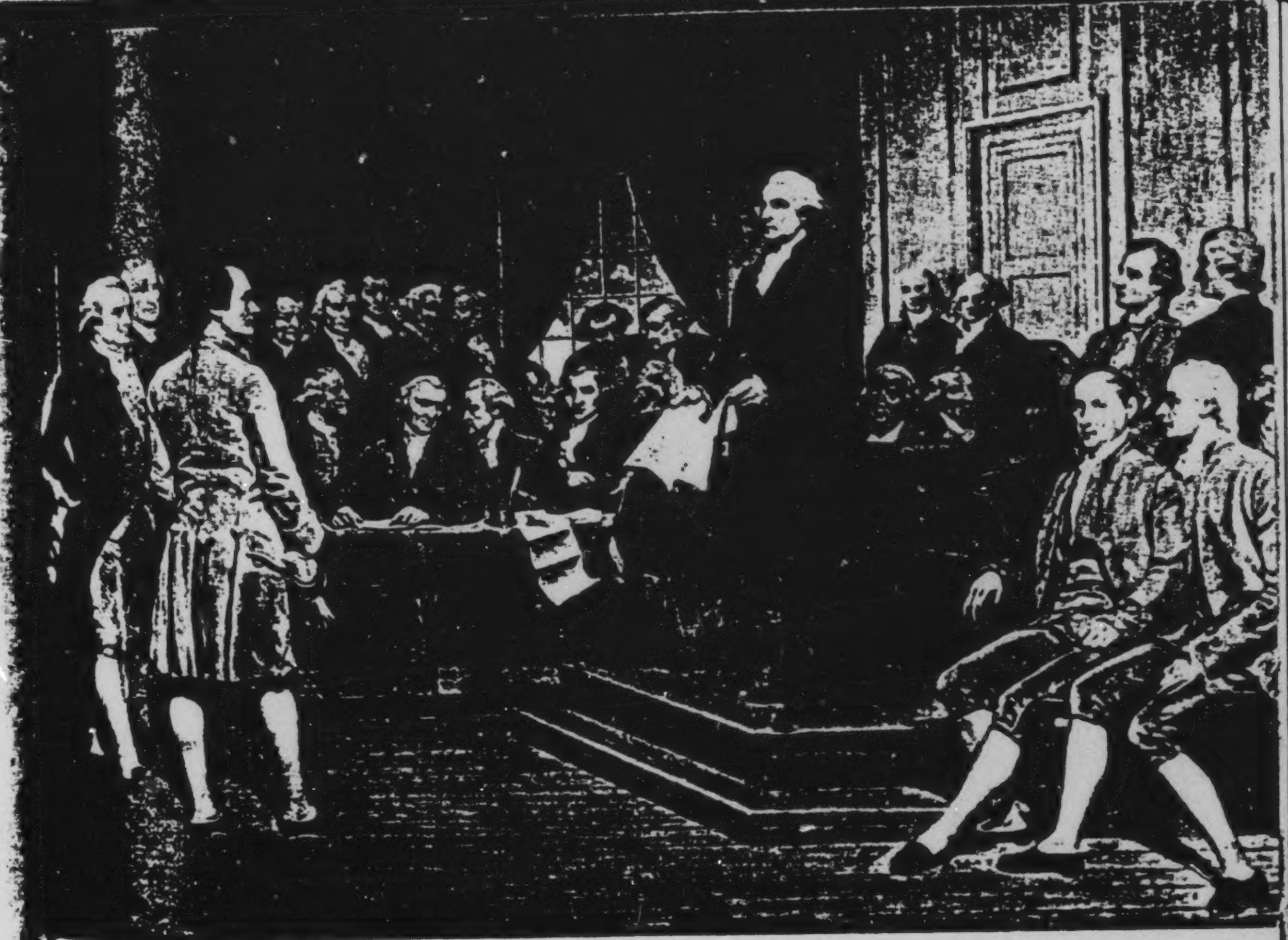
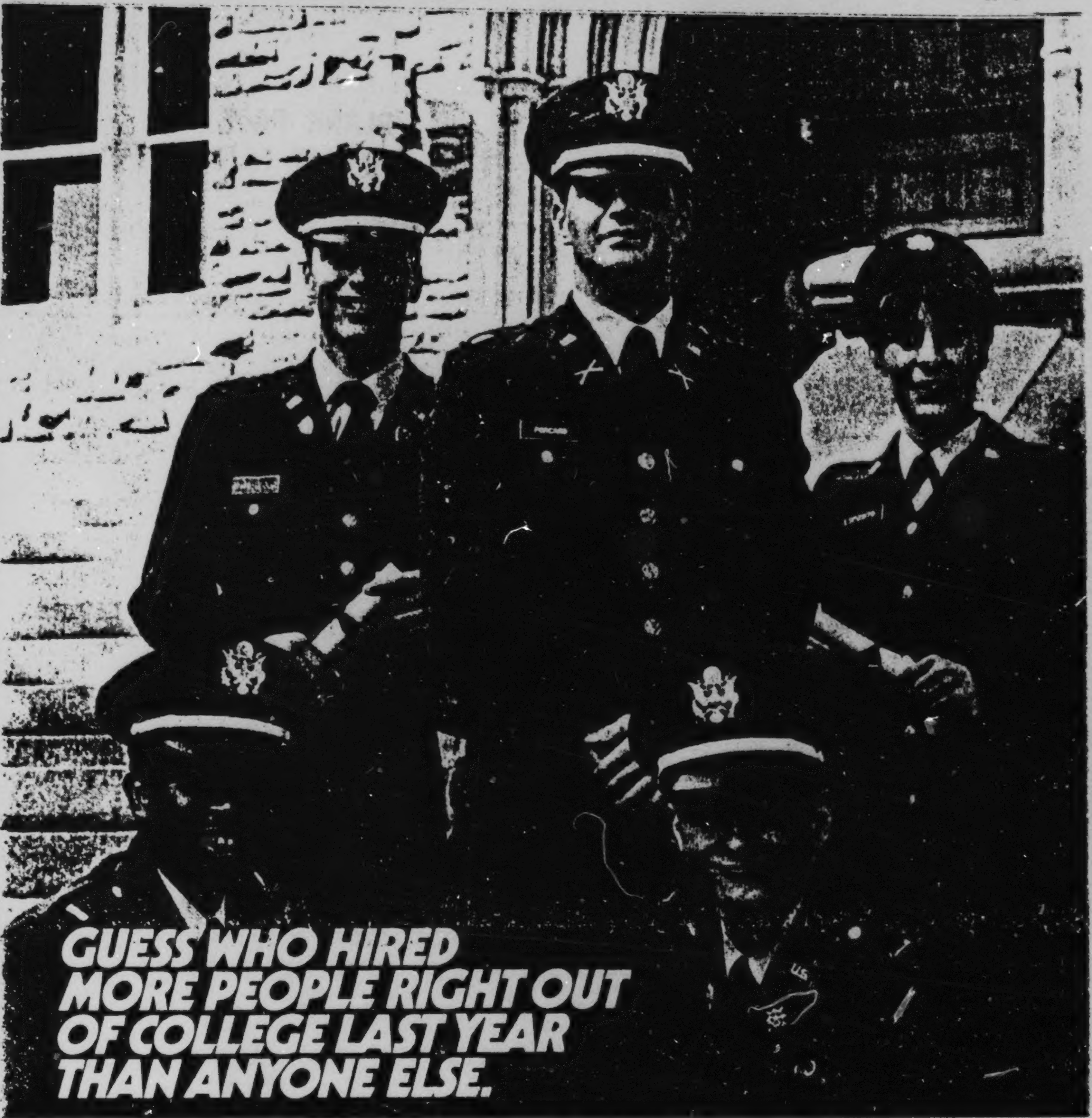
eclaration?



■ *Washington addressing the Constitutional Convention*

Chapter 7 *1781–1791*

Writing and Adopting the Constitution



GUESS WHO HIRED MORE PEOPLE RIGHT OUT OF COLLEGE LAST YEAR THAN ANYONE ELSE.

Hiring college grads is something the Army
as always done. And lately, we've been doing a lot
nore of it.

In fact, last year alone nearly 7,000 college grads
hose to begin their future as Army officers.

Why? Some wanted the opportunity to develop
aluable leadership and management skills early
n their career.

Others were impressed with the amount of
ponsibility we give our officers starting out. And

job right now, with Army ROTC.

ROTC is a college program that
become an Army officer. By helping yo
leadership and management ability.

Enrolling can benefit your imme
too. Through scholarships and other fi

So the next time you're thinking
possibilities, think about the one more
grads chose last year than any other.

For more information, contact th

The Fable of He and She

In your small groups discuss the following:

1. The traditional role responsibilities of the Mushmels and Hardybars - then compare these male/female roles with those of your own families. Similar? Different?
2. Which chores are generally seen as "women's-work"?
3. Which chores are generally seen as "men's-work"?
4. Should the roles be changed or kept the same? How were the Mushmels and Hardybars roles changed?
5. Were the Mushmels and Hardybars happier after the "reversequake"?
6. Is it useful to learn to do a variation of things? Why?
7. Could anything happen to you like what happened to the Mushmels and Hardybars? What?

* For use with an overhead projector.
** By C.J. Adams-Gorton

APPENDIX A-I

18

SEXIST VS. NEUTRAL TE

fireman---------------
policeman-------------
poetess---------------
Dear Sir,-------------
man, men, mankind----
paperboy-------------
stewardess-----------
housewife------------
chairman-------------
mailman--------------
manmade--------------
his------------------
saleswoman-----------
fisherman------------
Congressman----------
he-------------------
statesman------------
repairman------------
watchman-------------
anchorman------------
authoress------------
lady doctor----------
manpower-------------
fellowship-----------
forefathers----------
chorus girl----------
meter woman----------
snowman--------------
brotherhood----------
male nurse-----------
freshman-------------
weatherman-----------
newsman--------------
waitress-------------

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19

NONSEXIST ALTERNATIVES FOR SOME COMMON WORDS AND PHRASES

mankind	humanity, human beings, human race, people
primitive man	primitive people, primitive men and women
manmade	artificial, synthetic, manufactured
congressman	member of Congress, representative
businessman	business executive, business manager
fireman	fire fighter
mailman	mail carrier, letter carrier
salesman	sales representative, salesperson, sales clerk
insurance man	insurance agent
statesman	leader, public servant
chairman	the presiding officer, the chair, head, leader, coordinator, chairperson, moderator
policeman	police officer

Another form of linguistic bias occurs when women are referred
possession: "Phillip Lau took his wife to
cattle moved West

STEREOTYPING: By assigr
to a group, instructional mate
potential of that group. Stere
the diversity, complexity, and
dren who see themselves portr
by these stereotypes and fa
interests, and full potential.

IMBALANCE/SELECTIVITY
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This imbalanced account rest
the varied perspectives that m
selective presentation of mate
complex and differing viewpo
been given limited perspectiv
and participation of women a

UNREALITY: Textbooks fr
our history and our contemp
are glossed over and discuss
This unrealistic cove
to recognize, understand
plague our society.

FRAGMENTATION/ISOLA

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[2] Katherine Brady, Father's Days (New York, N.Y.: Dell Publishing Company, Inc., 1979).

[3] Adapted from, Eileen Abrams, A Curriculum Guide To Women's Studies for the Middle School Grades 5-9 (Old Westbury, N.Y.: The Feminist Press, 1981), p. 15.

[4] Myra Pollack Sadker and David Miller Sadker, Sex Equity Handbook for Schools (New York, N.Y.: Longman, Inc., 1982), pp. 61-62.

[5] The Fable of He and She (New York, N.Y.: Learning Corporation of America, Northwest Media, dist., 1974), Also available from Denver Public Library and University of Colorado Media Center, Boulder.

[6] Sadker and Sadker, p. 54.

[7] Doug Thompson, As Boys Become Men: Learning New Male Roles (Denver, CO.: Institute for Equality in Education, University of Colorado, Denver, 1980), pp. 62, 66, 67.

[8] Men find themselves much more likely than women to fall victim to serious disease. In fact, on the average, men die 8 years sooner than women. - Thompson, p. 67.

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[3] Linda S. Doyle, ed., Don't Dress your Whale In Galoshes (Colorado: Sex Equity Project, Colorado, Dept. of Education,1980), p. 14.

[4] Doyle, p. 15.

[5] Doyle, p. 14.

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[9] Marty Durlin, "Incest Up Sharply in Boulder County," Colorado Daily, 20 April 1983, p. 1.

[10] Kempe and Helfer, p. 251.

[11] Redbook, October 1983, p. 98.

[12] Redbook, p. 81.

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[16] Ampersand (Hollywood, CA.: Alan Weston Publishing, April 1983), p. 3.

[17] Eliot Noyes, Jr., The Fable of He and She, 11-minutes, 1974.

[18] Women's Studies Dept., University of Colorado, Spring 1983.

[19] Myra Pollack Sadker and David Miller Sadker, Sex Equity Handbook for Schools (New York, N.Y.: Longman, Inc., 1982), p. 72.

"Fable of He & She" - an animated 11 minute film aimed at the elementary school level.

Sex Equity Handbook for Trainers
Myra Pollack Sadker
David Miller Sadker

These materials were donated to the CU Women Studies Program by the Curriculum Design Project.

THE FABLE OF HE AND SHE

Film adaption by Lyn Reese

A long time ago, on an island called Baramel there lived wonderful birds and beasts. Among them were the savage chuck-a-chuck, the fierce mushmoo, and the wild melachuck. On the island there were two kinds of people, hardybars and mushamels. There were old and young hardybars and mushamels and they lived together in families. The hardybars did all the building and hunting.

"Mushamels are too timid to face the fierce melachucks," they said.

"Right," said the mushamels.

"They are too soft to escape the fangs of the awful chuck-a-chuck. We are strong, we will hunt," declared the hardybars. "Mushamels don't know how to build houses. So we will build all the houses that need to be built."

"Oh, yes," said the mushamels.

Only one hardybar, called He-bar, wanted to do things differently.

"Can't we do some cooking? Can't we make houses pretty? Put some paint on them?"

"He-bar, hardybars do *not* paint. That is *not* a hardybar thing to do," cried all the others. So he didn't.

The mushamels were best at cooking and watching babies.

"Mushamels make things sweet and nice. That's what *all* mushamels like to do best," they said.

Only one mushamel, She-mel disagreed.

"Oh, not me, I'd rather be fighting chuck-a-chucks instead of standing over a stove in a hot kitchen all day."

The other mushamels groaned, "She's so peculiar. So odd." So She-mel didn't do what she wanted.

Each year in Baramel there was a great holiday called Om-pah Day. The hardybars went to one end of the island to celebrate, the mushamels to the other. Each held all sorts of contests. The hardybars had contests in sawing wood, pole climbing, and mushmoo catching. The fastest and bravest hardybar was named hardybar of the year. The mushamels held contests too. Their contests were in gardening, cooking, dancing, and beauty. The winner, with cheers and tears, became mushamel of the year.

Suddenly, in the midst of the festivities, disaster struck! The skies darkened, the wind blew, lightning struck. Then, with a shudder and a shake—earthquake! And the island split in two!

When the storm was over, much to their surprise, the hardybars found themselves separated from the mushamels by a huge body of water. And there was no way to reach each other across that cold and swift ocean.

"What are we going to do? We need houses," the mushamels loudly cried.

"I can't hunt chuck-a-chuck, " said one.

"I can't build shelters," said another.

"We'll freeze," they all said.

Then She-mel took charge.

"Hold it everyone and stop crying! I, for one, do not plan to freeze—or starve. Come on."

Finding clay, She-mel constructed a sturdy hut. In front she planted some flowers.

"Oh, yea for She-mel," everybody cheered.

"And now, we're going hunting."

"Now She-mel, you're going too far," said an older mushamel. "Only hardybars can face the fierce mushmoo."

"Don't worry, I have a plan."

She-mel had everyone sneak up to the nearest mushmoo and surround it.

"Now, everybody sing as loud and high as you can," she commanded.

All did as they were told and the noise was so piercing that the mushmoo roared and stamped and fell over dead.

"Hey, we did it!" cheered the mushamels.

Meanwhile, the hardybars had problems of their own.

"If those children don't stop crying I'll lose my mind," moaned one. "Be quiet, be quiet! Oh, I hate little children."

That made He-bar speak up. "Wait, that doesn't work very well. I have an idea."

And he made some clever swings which held the children firmly and kept them happy. The children were happy, the adults were delighted.

"Hooray for He-bar," everybody cheered.

"Okay, hardybars, dinnertime," one hungry person called.

"Oh, dear, hardybars can't cook," was the reply.

"I believe I could whip up a little something," said He-bar. "Get me some pom-pom berries, a kettle, and dig a hole":

He-bar's first meal was chuck-a-chuck and pom-pom berry stew in peanut butter sauce. But little by little all the hardybars learned and their cooking improved.

Time passed. Hardybars and mushamels lived separately on each side of the great gap. Then one day—REVERSEQUAKE! A great force pushed the island together again. With much kissing, the two groups were united.

"Now that we're together again, everything will return to normal," said one hardybar.

"Oh no, things are going to be different. We've learned to do some new things. Watch!"

And the mushamels showed them how they built their houses.

"Wow. Interesting construction technique," commented the hardybars. "Let's show the mushamels what we can do!"

Soon the hardybars announced, "Fried chuck-a-chuck pie with pom-pom pudding topped with creamy mushmoo whip."

"Mmm," sighed the mushamels.

From then on things were different in the land of Baramel. Both hardybars and mushamels built homes, hunted, cooked, planted gardens, and tended children. And they both shared with each other new ways to do their work.

That year, on Om-pah Day, everyone was grateful to He-bar and She-mel for helping them change their ways.

"The prize of hardybar of the year goes to He-bar and the prize of mushamel of the year goes to She-mel."

"Yea, yea." Everybody was happy with the choices.

The people wanted the names of He-bar and She-mel to be remembered. So from then on they called all hardybars "he" and all mushamels "she." And so they still are called in Baramel—and in a few other places.

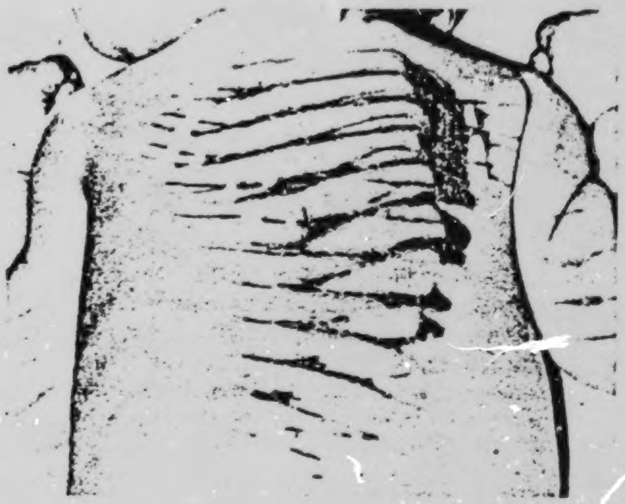

Figure 9.5

The back of this three-month-old was pressed twice against a hot wall-heating grate. The uniformity of depth of the burn, large clear imprint, and double imprint on a normally clothed body part make accidental burning unlikely. (photo courtesy of Dr. Barton Schmitt)

hes and flammable liquids (six), scalding water (eleven), and a hot knife used as
randing iron (one). Abusive clothing ignition, flammable liquid, and electrical
ns will leave few physical clues of abuse, but the history and circumstances of
injury may point to the diagnos
ldren. Less frequently, a new p
nt (24).

Finally, the difference between
called wet burn, caused by a s
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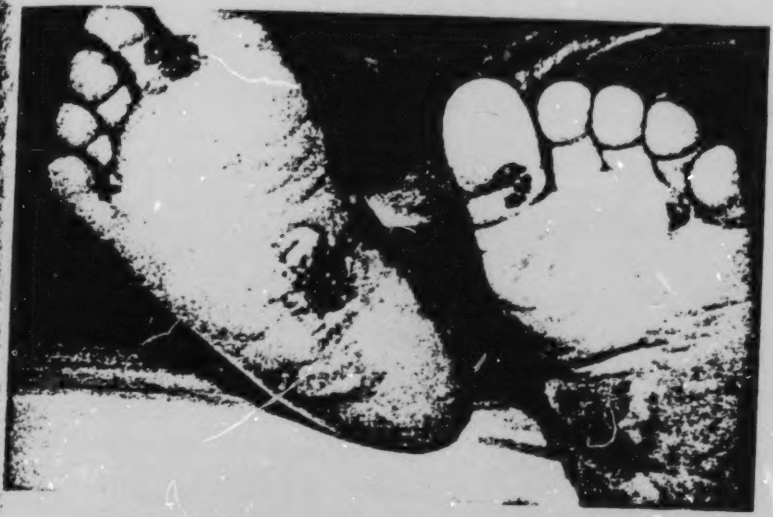

Figure 9.6

Multiple cigarette burns were present on the feet and other body parts of this two-year-old child and his three-year-old sibling. Deep and at times perfectly round burns the size of a cigarette tip are present on the sole of the foot. Multiple burns in this configuration and location rule out accidental injury. (photo courtesy of Dr. Barton Schmitt)

points, however, deserve special comment. When treating a burned child, every effort should be made to obtain parental or court permission to acquire color photographs, including appropriate patient identification within the field of the
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6
THE NATIONAL BESTSELLER THAT BARES ONE WOMAN'S SHOCKING SECRET.
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8

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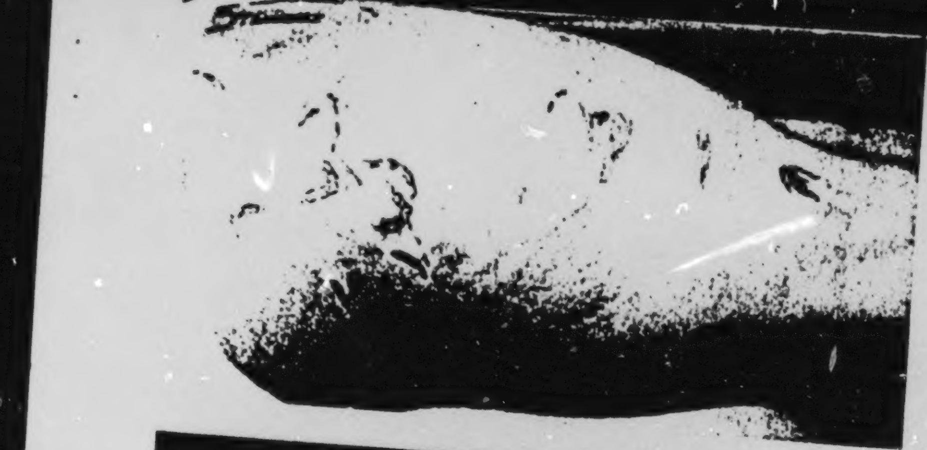

Figure 8.11

Loop mark bruises and abrasions (old and new) from beating with a doubled-over iro cord.

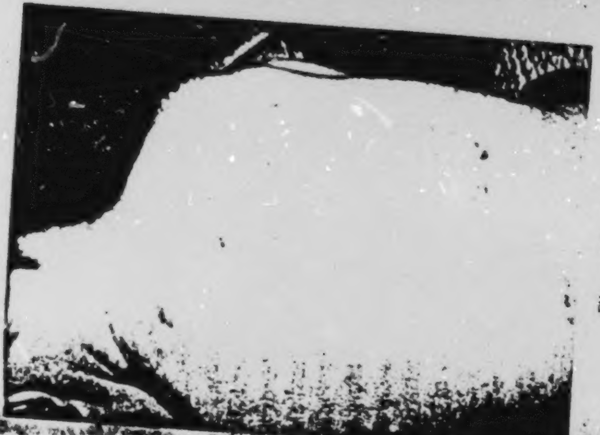

Figure 8.10

Multiple human bite marks (bitten by another child). Note the individual tooth marks.

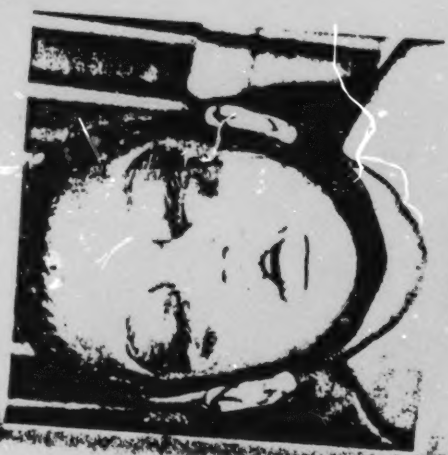

Figure 8.12

Bilateral severe swelling and bruising of the eyes from multiple blows to the upper face.

9

Incest up sharply in Boulder County

Reports increased 66% in 1982

By MARTY DURLIN
Colorado Daily Staff Writer

Child protection worker Mike Hartman has worked on the Boulder County Social Services sexual abuse team for two years — as long as anyone on the team and longer than he himself expected. It's not only the accumulation of distressing stories and people in pain that makes the job difficult, but also the alarming rate of increase in reports of sexual abuse in Boulder County.

Second in a Series

Reports of in-family sexual abuse, or incest, increased 66 percent in Boulder County in 1982 over 1981. Reports of sexual abuse of children ages 6–11 increased a huge 152 percent, from 21 cases in 1981 to 53 cases in 1982.

The four members of the sexual abuse men and two women — work

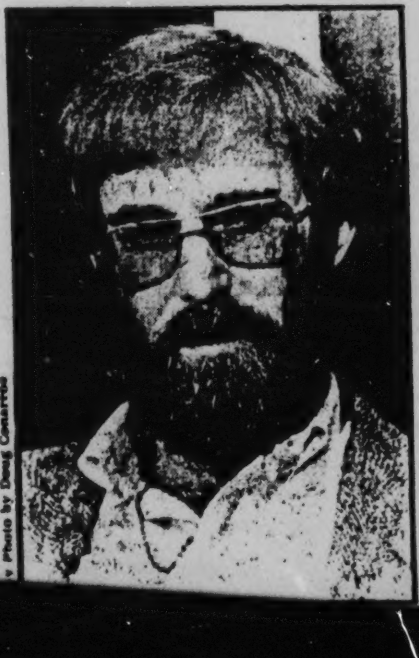

Photo by Doug Conarroe

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10

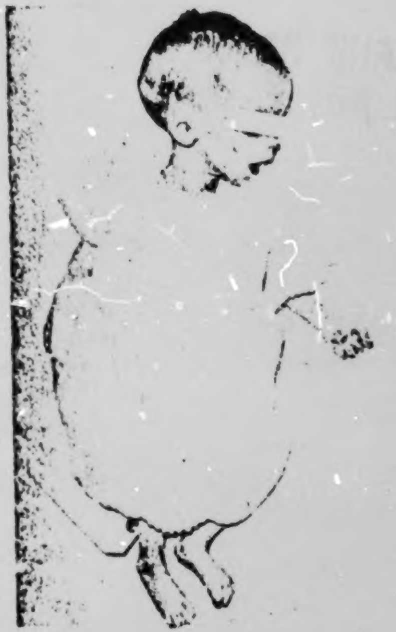

Figure 14.1

Starved infant, age five months, scrubbed and redressed in christening gown after death.

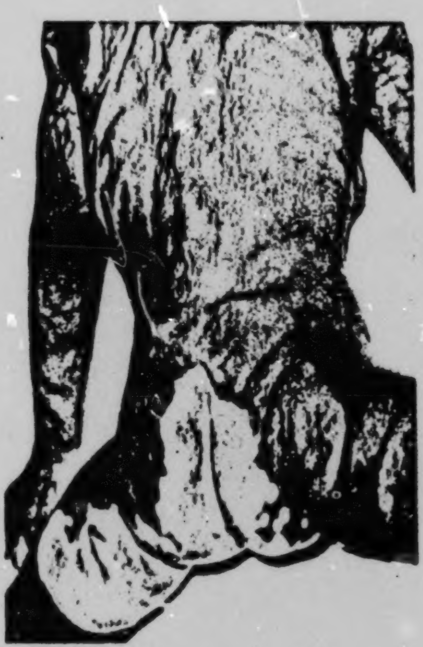

Figure 14.2

Neglected infant, age eleven months, with hypopigmentation of perineum associated with long-standing diaper rash.

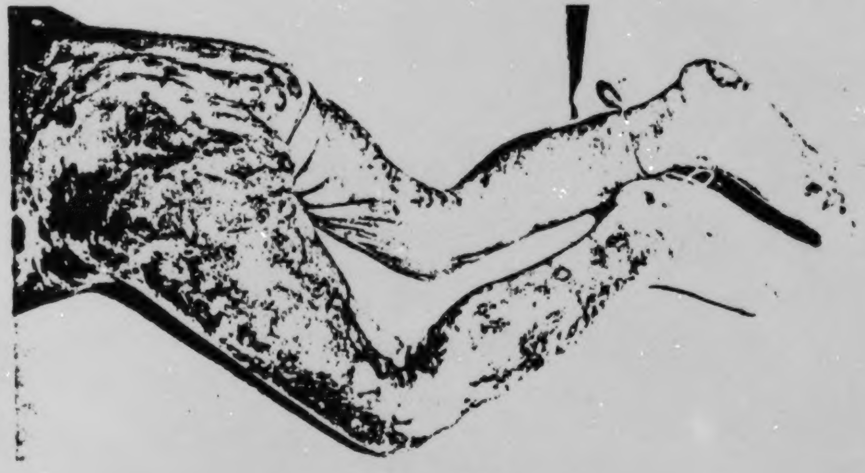

Figure 14.3

Weeping, secondarily infected diaper rash in neglected infant, age nine months

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The Processes of Nonsexist Thinking

Prepared for June Farone
Burbank Junior High
By Susan Dolton

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box 325
Boulder, Colorado 80309

WMST 304 Curriculum Unit
December, 1982

Instructor: Susan Dolton
Discipline: Women Studies
Grade Level: 7th - 9th
School: Burbank Jr. High
Format: Introduction/activities and exercises/filmstrip/discussion
Time Frame: 3 45-minute class periods
Supplementary materials: "Winning Justice for All" student activity #1, student activity # 2, filmstrip The Secret of Goodasme, a poster board listing common male and female stereotypes.

GOAL: The purpose of these teaching sessions is to introduce jr. high school age students to non-sexist thinking by focusing on stereotypes, socialization, sexism, and non-sexist language. The method of introducing this topic to this age student must consider the need for active involvement and participation by the students. This will be done through verbal and non-verbal activities and exercises, a filmstrip, and discussion of personal experiences.

OBJECTIVES FOR THIS UNIT: Students will

1. Relate personal experiences to the process of socialization and to sex-based stereotypes.
2. Be able to identify sexist language and learn how to change it to non-sexist language.
3. Discuss the definitions of words associated with non-sexist thinking (stereotype, socialization, sexism, discrimination, equality).
4. Become aware of sex-role stereotypes and realize how these may prove detrimental in one's future. Express how these stereotypes may limit their options and opportunities in the future.
5. Discover ways they can change their own futures by trying to adopt a more non-sexist lifestyle.

OBJECTIVE 1: Students will relate personal experiences to the process of socialization and to sex-based stereotypes.

A. Instructor wrote various household chores on the blackboard,
   1. the laundry
   2. the dishes
   3. the yard work
   4. the shopping
   5. the cooking
   6. takes out the trash
   7. sets the table

   and then conducted an informal survey as to who most commonly does these chores at home (students responded by raising their hands),
   1. boys
   2. girls
   3. moms
   4. dads
   5. brothers
   6. sisters

B. Instructor then conducted a discussion with the students as to why they felt certain chores were predominantly done by males and certain chores were done by females. The results of the survey on household chores was in accordance with commonly held stereotypes and assumptions.
1. Socialization Process
    a. T.V. and other forms of media
    b. childrens toys
    c. people (parents, teachers, friends, etc.)
2. Stereotypes
    a. women as nurturers, domestics
    b. men work outside the home
    women stay at home

C. Instructor asked for students reactions to these stereotypes, how they relate to their everyday lives, and how they can relate stereotypes to socialization.

* As a fun interim between objectives 1 and 2 I asked the students this "brain teaser,"

A boy and his father, a famous surgeon, were in a terrible car wreck together. The father died instantly and the boy was rushed to the hospital in an ambulance. He was taken to the emergency surgery room where the surgeon walked in and exclaimed, "I can't operate on this boy, he's my son!!" Who is the surgeon? (answer: the mother)

Instructor then read a poem on Elizabeth Blackwell (attached), relating the problem for women wanting to enter medical school at the turn of the century.

OBJECTIVE 2: Students will be able to identify sexist language and learn how to change that to non-sexist language.

A. Instructor wrote sexist transformation sentances on the blackboard,
1. We asked the Girl Scouts to man the barricade.
2. Congressman Jones spoke to our class.
3. The fisherman caught several trout.
4. The kids built a snowman in their yard.

B. Students then identified where the sexist language was in the sentances and offered creative non-sexist alternatives, one example
1. MAN the barricades was changed to PROTECT or DEFEND the barricades.

C. This activity worked well for the students because it gave them a chance to get involved and to be creative.

OBJECTIVE 3: Instructor and students will discuss the definitions of words associated with non-sexist thinking (stereotype, socialization, sexism, discrimination, equality).

A. Instructor passed out Student Activity #1 (attached). Students completed the activity at their desks and then returned them to the instructor. The class related the results to stereotypes and then came up with some ideas as to what they felt other stereotypes were.

B. Instructor passed out Student Activity #2 (attached). Instructor then read each descriptive feature and had all the students respond collectively. This exercise proved to be both fun and informative,

1. Two girls answered B for all features which led to a good group discussion of how it would be much better if society could attach all the characteristics to both males and females, but, as the class consensus proved to us, the process of socialization is still strong enough to prove that stereotypes of male and female behavior are commonly held.

OBJECTIVE 4: Students will become aware of sex-role stereotypes and realize how these mat prove detrimental in one's future. Students will express how these stereotypes may limit their options and opportunities in the future.

A. Instructor showed the filmstrip The Secret of Goodasme. Synopsis: The filmstrip presented information on stereotypes and socialization in a fun and informative way and at an appropriate level for this age group. It was about two boys and a girl who met to martians from the planet Goodasme. The martians showed how boys and girls can be socialized through toys and media to conform to sex-role stereotypes. The martians also explained what stereotypes are and how they can hurt people. The children came to understand that it is better to believe everyone should be treated equal (thus the name of the planet -- Good as me, everyone is as "good" as everyone else and no stereotypes).

B. Instructor and students then discussed stereotypes and socialization in the future sense and in terms of discrimination. The students realized the detrimental effects that sexism may have on their futures and especially that it limits the opportunities for both males and females. The instructor used examples of salary differences for males and females and lack of promotion opportunities which women often face. The instructor also explained that there are laws to combat these forms of discrimination, but that the discrimination still exists.

C. It was through this last discussion that I felt the goal of the curriculum unit was fullfilled. It proved effective to not only introduce the students to stereotypes and socialization, but to have them relate sexism to their own lives and futures.

OBJECTIVE 5: Students will discover ways they can change their own futures by trying to adopt a more non-sexist lifestyle now.

A. Instructor conducted a concluding discussion on how the students thought they could change things in their daily lives to be more non-sexist.
   1. Have boys and girls swith classroom chores for a week.
   2. Have everyone at home trade household chores for a week.
   3. To tell people when they know a sexist action is taking place and to talk about why they think it is occurring.
      a. socialization
      b. stereotypes

* TEACHING TACTICS:

1. I felt one of the most important tactics in teaching jr. high school age students was to keep the classroom atmosphere controlled, yet informal. It was apparent to me that the students were more comfortable speaking openly because they were not in a restricted lecture situation. Students were free to comment or relate personal experiences when they felt it was important to the discussion.
2. Another important consideration when teaching this age group is the need for active involvement and participation by the students. The use of lots of activities and a filmstrip were important supplements to keeping the students interested in the topic. *
3. Finally, it is important that the students be able to relate the topic to their lives and personal experiences. It is also helpful to talk about your life (at school or at home) because it minimizes the distance between you, as an instructor, and them, as students.

   *To sort of ease into the class participation, I began with activities where the students could respond by merely raising their hands and then progressed into more individual responses and open group discussion when I felt the students were more at ease with me and the topic.

* NOTE:

An interesting note to having taught three different classes which were all at different levels was to see the variations in interest and willingness to participate. One of the sections was a developmental reading class and I found I had to push a little harder to get them involved. This could be because their class was much smaller (about 7 people) and because they may have a more slightly limited vocabulary. It is therefore important to not only consider grade and age level, but also intelligence level.

Works Cited

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Newland, Kathleen *The Sisterhood Of Man*. New York: W. W. Norton & Company, 1979.

Sadker, David M. and Myra P. *Sex Equity Handbook for Schools*. New York: Longman, 1982.

*U.S. Department of Health, Education, and Welfare. *Winning "Justice For All."* Washington, D.C.: GPO, Women's Educational Equity Act Program, 1980.

U.S. Department of Labor. *20 Facts on Women Workers*. Washington, D.C.: GPO, 1980.

*This is apacket containing 3 Filmstrips and 3 cassettes:

- *The Secret of Goodasme*
- *An Equal Chance*
- *Fighting Discrimination*
- a Teacher's Handbook
- a Student Workbook

Understanding Nonsexist Language and Sex Roles

Prepared for June Farone
Burbank Junior High
By Melissa Gavend

WmSt 304
April, 1982

Lesson Plan for WmSt 304
Instructor: Melissa Gavend
Discipline: Women Studies
Grade Level: 8th Grade English
Burbank Junior High

Format: Introduction/film/discussion
Time frame: 45 minutes
Supplementary materials: "It's My Choice, Isn't It?", The Fable of He and She, List of Alternatives to Sexist Language

GOAL: The purpose of this curriculum unit is to suggest changes in students' sexist use of language and begin to eliminate their stereotypic sex role definitions.

OBJECTIVES FOR THIS UNIT: Students will

1. know how to relate their daily experiences and roles to issues in sexism which will be discussed.
2. view a film which challenges stereotypic roles of males and females
3. consider that the words used for job occupations have attitudes and assumptions attached to them which influence their career choices.
4. analyze non-stereotypic sentences and discuss student reactions to non-traditional gender assignment.
5. learn non-sexist alternatives to sexist words.

OBJECTIVE 1: Students will know how to relate their daily experiences and roles to issues in sexism which will be discussed.[1]

A. Students will be given a copy of "It's My Choice, Isn't It?"
    1. As a guide to identify stereotypic beliefs
    2. As a tool for students self-evaluation before viewing The Fable of He and She
B. Instructor will ask for responses and comments about the results of "It's My Choice, Isn't It?"
    1. As a method to demonstrate and identify sex role decisions
        a. our language is a major part of our learning and work experiences
        b. we learn attitudes from the language people around us use thus, it becomes a socializing agent which influences behavior
        c. when we look at language we can examine the assumptions and attitudes in society
        d. none of us invented language and it is not anyone's fault that women and men use sexist language but it is important that we look at language to identify stereotypes
    2. As an opportunity to define the word "stereotype"
    3. As an opportunity to write the definition of stereotype on the blackboard from Webster's Seventh Collegiate Dictionary
        a. "Something conforming to a fixed or general pattern; a standardized mental picture held in common by members of a group and representing an over-simplified opinion, affective attitude or uncritical judgment."

OBJECTIVE 2: Students will view a film which challenges stereotypic roles of females and males.[2]

A. Instructor will show The Fable of He and She
  1. As a precaution she will preview the film before the activity
B. Students will be asked to discuss the roles of the characters in the story, and compare them to their own families.

OBJECTIVE 3: Students will consider that words used for job occupations have attitudes and assumptions attached to them which influence their career choices.[3]

A. Instructor will have students visualize a person they associate with these six careers: firefighter, medical doctor, nurse, preschool teacher, high school principal, receptionist/secretary.
  1. As a method to determine which jobs are for men only, for women only or for either sex
  2. As a method to determine the majority view a public show of hands may be requested.
B. Instructor will ask the students if there are "natural" skills needed for the careers which were described as being appropriate for one sex only
  1. As a method to determine if the jobs are stereotyped by language assumptions
    a. Do our attitudes and assumptions about sex-roles determine why girls or boys wouldn't choose a particular career?
    b. Do you think our assumptions about the words used to name jobs in our language determine what you will or will not do? Could this be harmful? Why? Why not?

OBJECTIVE 4: Students will examine non-stereotypic sentences and discuss their reactions to non-traditional gender assignment.[4]

A. The following sentences will be put on a transparency and shown to the class on an overhead projector.
  1. As a method to present stereotypic assumptions
    a. He is pretty.
    b. Uncle Harry had a baby.
    c. The surgeon put on her mask.
    d. The babysitter raised his voice.
B. A discussion will be used to point out how we assign sexist gender meanings to particular words.

OBJECTIVE 5: Students will learn non-sexist alternatives to sexist words.

A. The students will be given a list of alternatives to sexist language[5]
  1. As a tool for eliminating their sexist way of speaking.

NOTES

[1] "It's My Choice, Isn't It?" Today's Changing Roles: An Approach to Non-Sexist Teaching (Washington, D.C.: The National Foundation for the Improvement of Education, 1974), p.33.

[2] Eliot Noyes Jr., The Fable of He and She, 1974.
A film on the mythical island of Baramel, the Hardybars and the Mushamel have clearly defined male and female roles until an unusual event forces both sexes to assume different tasks to survive, As a result, they discard some old assumptions, come to some new conclusions about being themselves and live even more happily ever after. Animated. It is available from the Denver Public Library.

[3] Doug Thompson, As Boys Become Men: Learning New Male Roles (Denver: Institute for Equality in Education, Unvi. of Colo., at Denver, 1980).p.30

[4] Thompson, p.23.

[5] "The List of Alternatives to Sexist Language" has no traceable source. This is a problem in developing curriculum units, thus it is important and helpful to cite references.

It's My Choice, Isn't It?

What do you feel it means to be *male or female?* Check off everything on the list that you feel applies to you. Add any other things that you feel boys only should do or girls only should do.

Boys Only:

Because I am a boy, I would not

_____ cook

_____ knit

_____ wash dishes

_____ help my mother around the house

_____ wear a dress in a play

_____ cry

_____ hit a girl

_____ kiss my father

_____ wear beads or jewelry

_____ babysit

_____ back out of a fight

_____ carry a purse

_____ ask a girl to pay for her own way on a date

_____ like a girl on the honor roll

_____ ______________________________

_____ ______________________________

_____ ______________________________

Girls Only:

Because I am a girl, I would not

_____ wear curlers in front of a boy

_____ dress like a man in a play

_____ climb a tree

_____ wear a tie

_____ play baseball

_____ beat a boy at a sport or game

_____ try to join a boys club or team

_____ hit a boy

_____ kiss my mother

_____ get in a fist fight

_____ get a crew cut

_____ build a birdhouse

_____ hold the door for a boy

_____ pay for my ticket on a date

_____ ______________________________

_____ ______________________________

_____ ______________________________

— Adapted from Laurie Olsen Johnson's "Student Workbook," *Nonsexist Curricular Materials for Elementary Schools*, Feminist Press, Old Westbury, N.Y., 1974

ALTERNATIVES TO SEXIST LANGUAGE

September 1972

Sexist	Better or Non-Sexist
man	person human being people women and men
manpower	human energy
man-made	manufactured made by men and women
forefathers or fathers	precursors ancestors forepersons
brotherhood	amity unity community the community of people
Miss Mrs Mrs Jack Jones	Ms Ms Mary Jones Mary Jones
airman, fireman, etc.	airperson, fireperson, salesperson
chairman	chairperson
lady girl (as synonym for adult female) the little woman the weaker sex little old lady	woman person individual
authoress, aviatrix, heiress	author, aviator, heir (don't need an "ess" ending)
lady lawyer, lady doctor	lawyer, doctor
man and his world	people and their world
mankind	humankind
the farmer and his wife	the farmers, the farming couple
Ted Johnson and his wife	Mary and Ted Johnson (or reverse) or Mary Jones and Ted Johnson (or reverse)
the office girl	the secretary the woman in the office Mary or Ms. Jones the clerical staff person
mailman	mail person mail carrier
chick, broad, babe	woman, person

(cont'd)

ALTERNATIVES TO SEXIST LANGUAGE (cont'd)

Sexist	Better or Non-Sexist
"Mrs. Mary Kyle, wife of Earle Kyle and editor-publisher of the Twin Cities Courier"	"Ms. Mary Kyle (or Mary Kyle), editor-publisher of t Cities Courier"
spinster, old maid	woman or unmarried woman
directed by the wife of Mao-Tse Tung	directed by Chiang Ching, wife of Mao-Tse Tung
DFL ladies	DFL women (ladies is a value-laden word)
manhood	personhood
proving his manliness	proving his humanness
women's lib women's libbers libbers	women's liberation, feminist movement women's liberationists, feminists women in the women's movement
dame	woman, person, individual (or her name)
gal	woman, person, individual (or her name)
the lovely, vivacious Mrs. Gandhi	Ms. Gandhi
Doris Lessing is an excellent British woman novelist	Doris Lessing is an excellent British novelist
Amelia Earhart did what few people – men or women – could do	Amelia Earhart did what few people could do
Everybody did his work	Everybody did his/her (or her/his work) Everybody did their work (Equality outweighs grammar)
The student . . . he	The student . . . he/she (or she/he)

Women in World War II

Prepared for Dr. Eloise Timmons
Fairview High School
By Kelly Ann Wilkerson

WmSt 304 by Kelly Ann Wilkerson
April, 1982

LESSON PLAN FOR 20th CENTURY AMERICAN HISTORY--Women in World War II

Instructor: Eloise Timmons
Grade Level: 10th, 11th, 12th
School: Fairview High School

Format: Lecture/Discussion/Film
Time Frame: two 50-minute periods

GOAL: The purpose of this curriculum unit is to change students' perception of the role of women in American society, with an emphasis on the role women played during World War II.

OBJECTIVES: Students will

1. Be given a background on issues concerning women and work.
2. Know that women were an integral and needed part of the war effort.
3. Learn about the contributions made by women during World War II.
4. Be able to make a connection between issues of concern to working women of the 1940s and working women of today.

OBJECTIVE 1: Students will be given a background on issues concerning women and work.

A. Women have always worked--both inside and outside the home.
B. Instructor will present facts on inequities in the workplace for contemporary women.(1)

OBJECTIVE 2: Students will know that women were an integral and needed part of the war effort.

A. Mobilizing industry after Pearl Harbor was as important as the actual fighting.
    1. As men were drafted, a critical labor shortage emerged; a labor vacuum that could only be filled by women.(2)
    2. "We are facing a national emergency."
    3. There was a hesitancy on the part of male employers to hire women workers.(3)
        a. Students are asked to list possible reasons employers gave for not hiring women.
        b. A class discussion follows on the validity of these excuses.
        c. One public affairs pamphlet from the period stated, "A backward look shows that we got a late start. Factory operators did not realize at first the necessity for employing women and they were reluctant to do do so. Experience had to convince them that women could do 'men's work'."(4)
B. The term 'Womanpower'was used to describe the woman worker in World War II.
    1. The government realized that women were essential to the war effort and subsequently produced a number of propaganda books. One said, "Women by themselves cannot win this war. But quite certainly it cannot be won without them." (5)
    2. A great number of women were affected by the sudden availability of war jobs. (see Appendix 1)

3. Extensive training was needed for new workers with no experience in industrial work.

a. Peacetime policies of discrimination suddenly were a detriment in wartime.

b. "We are having a national emergency. The war is still to be won. We are short in various manpower areas because we have lumped all women into a category and excluded them by tradition from those fields."(6)

C. A massive propaganda effort was necessary to encourage women to enter the work force; newsreels, movies, pamphlets, speeches, etc. were all used.

1. Call to patriotism; "I wish for you this job I have had. First, so that you will know the immeasurable joy of making something to help defeat fascism. And second, so that you will have your eyes opened to one thing freedom lovers must learn when the war is won: that the soft hand and the soft answer turneth away nothing: that we must destroy (7) oppression if freedom is not to perish from this earth."(1942)

2. An appeal to self-interest was probably more successful. War jobs offered women the highest pay of their lives and most of these women workers, like today, had to work and needed the money.

OBJECTIVE 3: Students will learn about the contributions made by women during World War II.

A. Women, as was traditional, put in many hours of volunteer work.

1. At the onset of the war, women were not being employed in war industries but they still wanted to contribute.

2. Women worked at canteens, packed medical supplies at the Red Cross, wrote letters to lonely G.I.'s, and worked with their clubs at various projects.(8)

B. The greatest contribution of women, however, was in industry.

1. Women took to these jobs quickly and dispelled any fears about their ability to perform.

2. Industries previously closed to women, suddenly were employing a lot of them. (see Appendix 2)

3. Women were employed in aircraft assembly plants, mines, steel mills, etc.

4. The chief advantage of these untraditional jobs--the money.

C. Women, although not in combat units, were in the military.

1. The branches of the service created auxiliary units for women. (9)

2. Women were desperately needed as nurses.(10)

3. Women also served as pilots in the Air Force. Their unit was called the Women's Airforce Service Pilots (WASPs) and nearly 1100 American women flew for the unit. 38 died in service. The unit was disbanded after the war, though--primarily because of the resistance it encountered from men.(11)

OBJECTIVE 4: Students will be able to make a connection between of issues of concern to working women of the 1940s and to working women of today.

A. Instructor will ask students what the problems of working women are today.

B. Instructor will compare issues raised with the problems of working women in WWII.

   1. Women were not getting equal pay. Men usually were paid much more for the same work. In one Women's Bureau survey taken during the war, 78 out of 132 New Jersey war industries paid lower beginning rates for women than for men. And, the government had an official policy (just like today) of equal pay for equal work. Today, women get 59¢ for every dollar a man makes.(12)
   2. Day care was a hot issue. The government made lots of promises to working mothers but the first projects did not even get underway until spring of 1943. At peak operation, the child centers aided only 130,000 children.(13)
   3. Women were frustrated by the lack of encouragement they got when they attempted to break into untraditional fields.

C. "The Post-War Dilemma"--women were pushed out of the work force after the war was ended.

   1. Employers had to find some way to justify their actions so they said women couldn't handle the jobs.
      a. Students are asked to think of stereotypes we have about women and how these stereotypes limit the kinds of jobs that are open to women.
      b. Instructor leads discussion on the validity of these stereotypes.
   2. Women didn't want to leave their jobs. A Women's Bureau survey found that 75-80% of new female industrial workers wanted to continue their war jobs. But they were pushed out to make room for the returning veterans.(14)

D. "Rosie the Riveter" will be shown to highlight the problems of working women during the war and during the post-war period.(15)

SOURCES

[1] see "Working Women Fact Sheet" (Attached)

[2] Chester Woodrow Gregory, *The Problem of Labor During World War II: the Employment of Women in Defense Production,* Diss. Ohio State Univ. 1969 (Ann Arbor, Michigan: University Microfilms, 1970), pp. 2-3; and *War and Post-War Employment and its Demands for Educational Adjustments*, Proc. of the Institute of Women's Professional Relations Conference, 4-5 May 1944 (New London, Conn.: Institute of Women's Professional Relations, 1944), p. 2.

[3] Katherine Glover, *Women at Work in Wartime* (New York: Public Affairs Committee, Inc., 1943), p. 2.

[4] Glover, p. 2.

[5] Margaret Culker Banning, *Women for Defense* (New York: Duell, Sloan and Pearce, 1942), p. ix.

[6] Glover, p. 29.

[7] Nell Giles, *Punch in Susie!* (New York: Harper and Bros. Publishers, 1943), p. 142.

[8] Susan B. Anthony II, *Out of the Kitchen--Into the War* (New York: Stephen Daye, Inc., 1943)p. 41; and Banning, pp. 133-40.

[9] *War and Post-War Employment,* p. 15, p. 21, and p. 57.

[10] Glover, p. 26.

[11] Sally van Wagenen Keil, *The Wonderful Women in Their Flying Machines* (New York: Rawson, Wade Publishers, Inc., 1979), pp. 1-16.

[12] Glover, pp. 12-13; and Anthony, p. 111.

[13] Gregory, p. 44 and p. 88.

[14] Glover, p. 30; Gregory, p. 88; and *War and Post-War Employment*, p. 2.

[15] "Rosie the Riveter", 1980. 65 minutes (but worth any amount of time your class has for it). This film is a documentary about women during World War II that went to work in the factories and industries while the men went off to fight. TheRe are a series of interviews with these working women (including a number of minority women). and the film touchingly depicts their problems and experiences. Available from the Univ. of Colo./Denver.

for transparency

Appendix 1

WOMEN IN THE LABOR FORCE

March 1940	13,840,000
April 1944	18,449,000
April 1947	16,323,000

*Katherine Glover, Women at Work in Wartime.(New York: Public Affairs Committee, Inc., 1943), p. 5.

Appendix 2

WOMEN IN INDUSTRY---ONE EXAMPLE

employment trends in an aircraft assembly plant

	TOTAL	WOMEN
November 1940	14,000	0
November 1941	20,600	300
December 1941	24,600	900
April 1942	25,700	3600
November 1942	24,000	13,500

*U.S. Census figures

History of Women in the United States
During the 1950's

Prepared for Dr. Eloise Timmons
Fairview High School
By Darcy Mordhurst

Darcy Mordhorst

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box 325
Boulder, Colorado 80309

WOMEN'S STUDIES CURRICULUM DESIGN

Designed for: United States History Class
School: Fairview High School
1515 Greenbriar
Boulder, Colorado
Grade: 10th, 11th, and 12th
Instructor: Dr. Eloise Timmons
Date: April 28, 1983
Time Period: one class period, approximately 50 minutes
Materials Include: lecture outline, clippings from magazines, charts, graphs and discussion questions

Rationale:

The topic includes a history of women in the United States during the 1950's with particular emphasis on the revival of the cultural ideal of domesticity.

This unit is important because it provides the student with an understanding of the changing position of women and the forces influencing their lives. It should provide the student with a framework to analyze the current position of women and the forces in their lives.

Goals:

1. I want students to understand that there was a change in the cultural ideal of women's place from the period during World War II to the 1950's and the nature of the change.

2. I want students to understand what the cultural ideal was for women during the 1950's and the limits and problems this placed on women.

3. I want students to know what women were actually doing and the determinant of class in their lives.

4. I want students to know how the magazines contributed to the cultural ideal.

5. I want students to have gained a framework that will enable them to analyze and discuss the current position of men and women.

Lecture Outline:

- I. World War II
  - A. Need for women to be in the labor force in increasing numbers
  - B. Ladies' magazines call for women and sanction women working
  - C. There is an increase in women's participation in the labor force (Chart 1 can be used here to make point clear)
  - D. Women filled all types of jobs, ladies' magazines pictured women working with heavy machinery and filling positions in government. (Magazine clippings and be used to make clear any of these points)
- II. Post-WWII
  - A. Women fired so men could have jobs
    - 1. aircraft companies fired 800,000 women[1]
    - 2. "women were fired at a rate 75% higher than men[2]
  - B. Women didn't want to go home, wanted to continue working, therefore many women eventually moved into clerical and other jobs open to women. (Charts 2 and 3 can be used)
- III. Women's Dilemma--Conflict In Women's Lives
  - A. Women's sphere had expanded to include home and work outside the home which created a conflict in women's lives
  - B. No public recognition of conflict until 1947 with publication of article in Life entitled "American Woman's Dilemma"[3] thesis of article was that women were confused about their traditional place and the reality of work outside home and after kids were raised there was little opportunity for them to find work outside the home, this conflict made women unhappy
- IV. Public Debate Concerning the Reason for Women's Unhappiness Divided Into Two Camps
  - A. Antifeminists
    - 1. Ferdinand Lundberg and Marynia Farnham, Modern Woman: The Lost Sex[4]
      - a. authors believed problem was that women were leaving the home and it was becoming less important
      - b. women trying to be like men by working outside the home
      - c. solution to problem was to revitalize the home, to make it important again, proposed a program "to restore prestige to roles of wife and mother"[5]
      - d. urged government campaign to improve family which included cash subsidies for women if they bore more kids and annual rewards for women good in child rearing
    - 2. Another attack on women, to force them back into the home, came from those who attacked the curriculum of colleges
      - a. they were opposed to women having the same curriculum as men, wanted a curriculum for women only
      - b. believed that if men and women were given the same curriculum it would prove that men were better in areas requiring abstract thinking, so if women were given the same curriculum they would fail,[6] believed women were less smart
      - c. also believed that college masculinized women and "cut women off from their true idenity as wives and mothers",[7] they pointed to the fact that college women bore fewer children than other women and this is what made them unhappy they believed

d. Lynn White of Mills College felt women should study "ceramics, textiles, weaving, leatherwork and flower arrangement"[8]

3. Antifeminists believed men's and women's spheres should be opposite and remain seperate, no middle ground, a woman couldn't be married and have a career or have kids and a career

4. Antifemist's ideas were accepted because people wanted a simpler life "where each person knew his or her own place"[9]

B. Feminists

1. Elizabeth Nottingham's analysis and solution: choices for women working outside home greater after WWII which led to a conflict between women's two lifestyles, women discontent because of the changing definition of her role, solution was to develope new definition of women's sphere which included both outside fulfillment and the family[10]

2. Mirra Komarovsky felt problem arose out of different messages received by girls and boys, girls told to get good grades but not to be smarter than boys, girls go to college but don't use college education to move on to a career, She also believed conflict was in all women not just deviants[11]

3. Feminists saw solutions in child care, nurseries, group plans for housecleaning and cooking and women working outside the home[12]

4. Life article suggested women work out their own solutions and this is what they did

V. Post-War Domestic Revival (magazine clippings may be used here)

A. Ladies Home Journal (Feb. 1943), person wrote "most important postwar job. . . to make it cheaper, safer, easier, and more emotionally rewarding for most married women to have three babies apiece", women are "to correct the mistakes of the 1920's and 1930's "[13]

B. "Two-thirds of all college women in the 1950's failed to receive their B.A.'s" [14]

C. Birth of third child doubled and birth of fourth child tripled[15], magazines show large families, and women caring for children

D. Move to home in suburbs, from 24% to 35% of population

1. here women care for their homes

2. women alone most of the day and had little interaction with people while husband working (account of a typical day of a housewife may be read here)

3. Men represent family in outside world, earn a living and deal with people and things (magazine clipping), women stay home and give emotional support to the family, wife was to make home a place to come to after being in mean, cruel world

E. Feminine Mystique

1. definition: glorification of the traditional female role[16] (may use magazines here)

2. "Over and over women heard . . . that they could desire no greater destiny than to glory in their own feminity. Experts told them how to catch a man and keep him, . . . how to cope with sibling rivalry and adolescent rebellion; how to buy a a dishwasher, bake bread, cook gourmet snails, and build a swimming pool with their own hands; how to dress, look, and act more exciting; how to keep their husbands from dying young and their sons from growing into delinquents. They were taught to pity the neurotic, unfeminine, unhappy women who

wanted to be poets or physicists or presidents. They learned that truly feminine women do not want careers, higher education, or political rights . . . All they had to do was devote their lives from earliest girlhood to finding a husband and bearing children."[17]

3. "Millions of women lived their lives in the image of those pretty pictures of the American suburban housewife, kissing their husbands goodbye in front of the picture window, depositing their stationwagonsful of children at school, and smiling as they ran the new electric waxer over the spotless kitchen floor. They baked their own bread, sewed their own and their children's cloths, kept their new washing machines and dryers running all day. They changed the sheets on the beds twice a week instead of once, took the rug-hooking class in adult education, and pitied their poor frustrated mothers, who had dreamed of having a career. Their only dream was to be perfect wives and mothers; their highest ambition to have five children and a beautiful house, their only fight to get and keep their husbands. They had no thought for the unfeminine problems of the world outside the home; they wanted the men to make the major decisions. They gloried in their role as women, and wrote proudly on the census blank: "Occupation: housewife."[18]

F. Many women were not satisfied to be in the home only, all classes, One woman wrote, "I've tried everything women are supposed to do--hobbies, gardening, pickling, canning, being very social with my neighbors, joining committees, running PTA teas. I can do it all, and I like it, but it doesn't leave you anything to think about--any feeling of who you are. I never had any career ambitions. All I wanted was to get married and have four children. I love the kids and Bob and my home. There's no problem you can even put a name to. But I'm desperate. I begin to feel I have no personality. I'm a server of food and a putter-on of pants and a bedmaker, somebody who can be called on when you want something. But who am I?"[19]

VI. Women Also Worked Outside the Home During the 1950's

A. Working-class Women

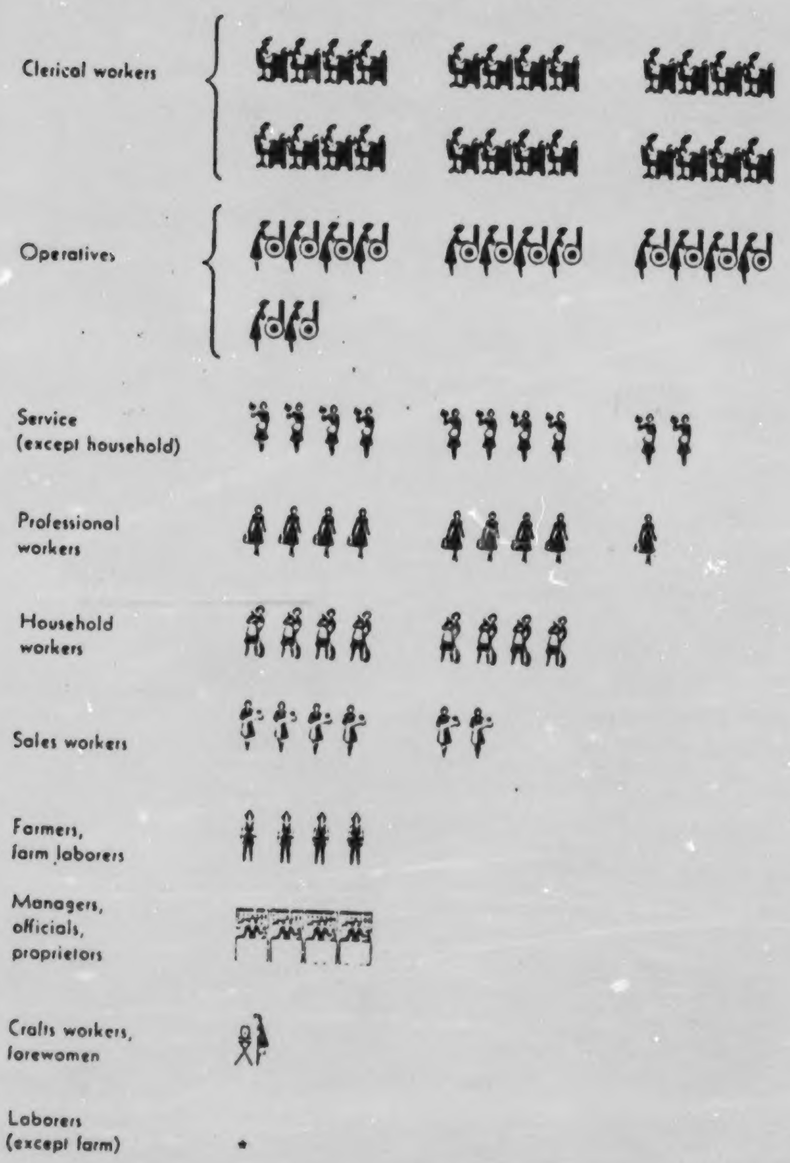
1. these women were not affected as drastically by the cultural ideal putting women in the home
2. these women often had no choice between home or employment, often forced to work for wages because of family's financial situation[20] and this had been the case in working-class families for many years
3. the greater majority of the working-class women who were employed enjoyed working

B. Besides a domestic revival, middle- and upper-class women entered the job market (may use chart 1 and 4)

1. work because of inflation and rising living expectations
2. women's earnings often bought luxuries
3. women also find personal reward in working; satisifaction with themselves, social companionship and a sense of independence

Chart 3:

OCCUPATIONS OF WOMEN WORKERS, APRIL 1956



Each symbol represents 250,000 women.

*Less than 100,000 women.

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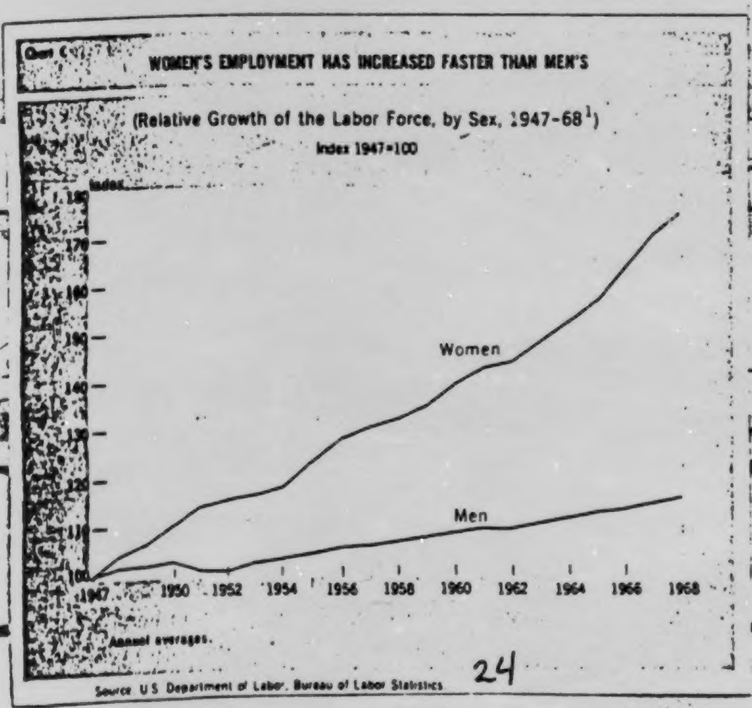
Figure 2

Chart 4

7. *Annual Growth in Labor Force of Women and Men, 1947–68*

The important advances in employment that women have made since World War II are brought out clearly by comparing for men and women the average numbers in the labor force in 1947 and 1968. Such a comparison shows that the number of women in the civilian labor force increased by 75 percent (from 16.7 to 29.2 million), while the number of men rose only 16 percent (from 42.7 to 49.5 million) (chart C). Consequently, in 1968 women were 37 percent of the total civilian labor force compared with only 28 percent in 1947.


WOMEN'S EMPLOYMENT HAS INCREASED FASTER THAN MEN'S

(Relative Growth of the Labor Force, by Sex, 1947-68[1])

Index 1947=100

[1] Annual averages.

Source: U.S. Department of Labor, Bureau of Labor Statistics

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Account of a Typical Day of a Housewife

I get up at 6 A.M. and put on coffee and cereal for breakfast and go down to the basement to put clothes into the washing machine. When I come up I dress Teddy (1 1/2) and put him in his chair. Then I dress Jim (3 1/2) and serve breakfast to him and to my husband and feed Teddy.

While my husband looks after the children I go down to get the clothes out of the machine and hang them on the line. Then I come up and have my own breakfast after my husband leaves. From then on the day is as follows:

Breakfast dishes, clean up kitchen. Make beds, clean the apartment. Wipe up bathroom and kitchen floor. Get lunch vegetable ready and put potatoes on to bake for lunch. Dress both children in outdoor clothes. Do my food shopping and stay out with children till 12. Return and undress children, wash them up for lunch, prepare lunch, feed Teddy and put him to nap. Make own lunch, wash dishes, straighten up kitchen. Put Jim to rest. Between 1 and 2:30, depending on the day of the week, ironing (I do my husband's shirts home and, of course, all the children's and my own clothes), thorough cleaning of one room, weekend cooking and baking, etc.; 3 P.M., give children juice or milk, put outdoor clothes on. Out to park; 4:30, back. Give children their baths. Prepare their supper. Husband usually home to play with them a little after supper and help put them to bed. Make dinner for husband and myself. After dinner, dishes and cleaning up. After 8 P.M. often more ironing, especially on the days when I cleaned in the afternoon. There is mending to be done; 9 P.M., fall asleep in the living room over a newspaper or listening to the sound of the radio; 10 P.M., have a snack of something with my husband and go to bed.

I read this account to my husband and he said that it sounded too peaceful, that the children seem to keep out of the way too much. I haven't conveyed to you all the strain of being constantly with the children for twelve hours a day, day in day out.[25]

Discussion Questions:

1. What are women doing in the 1940's according to the magazine clippings? Is it okay or even good for women to do this?

2. What did society tell them was good for them to do?

3. What are women doing in the late 1940's and 1950's?

4. Is there a difference between the 1940's and 1950's?

5. Why were 1950's ads and articles bad for women?

6. Do you think that these magazine articles influenced women?

7. Do you believe that there was an assumption that men's and women's worlds should be seperate?

8. Is there an assumption that men and women are somehow biologically different? Do you believe that they are? If so, do you think that this should determine their future places and roles in society?

9. What was women's role in society according to the magazine clippings?

10. Would you be happy in this role?

11. Given what you know of women's and men's ideal roles in the 1950's, and if you had been an adult during that time, would you rather have been a man or woman and why?

12. Would society fall apart if women had only two children each?

13. Would life be exciting and challenging if each person knew his or her future role?

NOTES

[1] Mary P. Ryan, Womanhood In America: From Colonial Times to the Present (New York: New Viewpoints, 1975), p. 190.

[2] Barbara Sinclair Deckard, The Women's Movement: Political, Socioeconomic, and Psychological Issues (New York: Harper and Row, 1979), p. 322.

[3] Frances Levison, "American Woman's Dilemma," Life, June 1947, pp. 101-116.

[4] Ferdinand Lundberg and Marynia Farnham, Modern Woman: The Lost Sex (New York: Harper and Brothers, 1947) pp. 1-497.

[5] William Henry Chafe, The American Woman: Her Changing Social, Economic, and Political Roles, 1920-1970 (New York: Oxford Univ. Press, 1972) p. 205.

[6] Chafe, p. 207.

[7] Chafe, p. 207.

[8] Chafe, p. 208.

[9] Chafe, p. 208.

[10] Elizebeth K. Nottingham, "Toward An Analysis of the Effects of Two World Wars on the Role and Status of Middle-Class Women in the English-Speaking World," American Sociological Review, 12 (1947), 665-675.

[11] Chafe, p. 213.

[12] Levison, p. 116.

[13] Ryan, p. 199.

[14] Ryan, p.174.

[15] Chafe, p. 217.

[16] Deckard, p. 324.

[17] Betty Friedan, Feminine Mystique (New York: W. W. Norton and Company, Inc., 1963), pp. 15-16.

[18] Friedan, p. 13.

[19] Friedan, p. 21.

[20] Lillian Breslow Rubin, Worlds of Pain: Life in the Working-Class Family (New York: Basic Books, Inc., 1976) pp. 167-175.

[21] U.S. Department of Labor, Women's Bureau, 1969 Handbook on Womrn Workers (Washington: U.S. Government Printing Office, 1969) p. 10.

[22] U.S. Department of Labor, Women's Bureau, 1956 Handbook on Women Workers (Washington: U.S. Government Printing Office, 1956) p. 10.

[23] 1956 Handbook on Women Workers, p. 7.

[24] 1969 Handbook on Women Workers, p. 15.

[25] Ryan, p. 201.

She Knows What Freedom Really Means

. . . And she has the time and youthful energy to fight for it. Mrs. America is stepping out *for Victory!* You may catch a glimpse of her dressed in the trim attire of the Red Cross Motor Corps—or handing out sandwiches down at the Canteen—or doing any of a dozen "extra duty" jobs. And meanwhile the routine of her home runs smoothly on, for tiring, time-taking tasks of housework were turned over long ago to efficient electric servants.

Until Tomorrow!

YOUR G-E appliances are now priceless possessions. For the duration they will be difficult or even impossible to replace because General Electric men and factories are on war work. With proper use and care, however, they should serve you well for a long time to come. General Electric and the thousands of G-E dealers also will give you every possible help to keep them operating with the utmost efficiency. Then, when Victory has been won, you may expect even better G-E electric servants. For advanced methods and materials will make possible still greater miracles of convenience, thrift and dependability tomorrow.

GENERAL ELECTRIC

June 1942 Good Housekeeping 336

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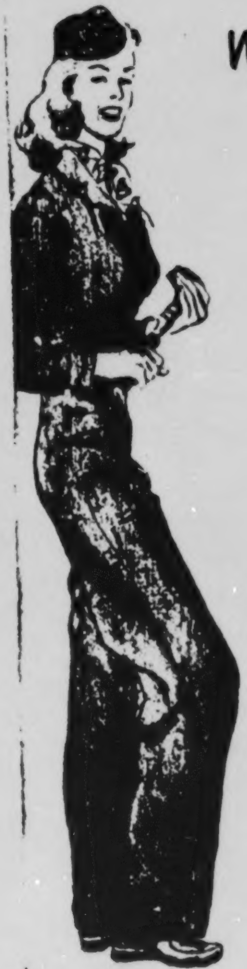


WOMEN AT WORK—

FOR THEIR UNCLE SAM!

They're running farmers' tractors—
they're at a factory bench—
The hands that rock the cradle
wield a nifty monkey wrench.

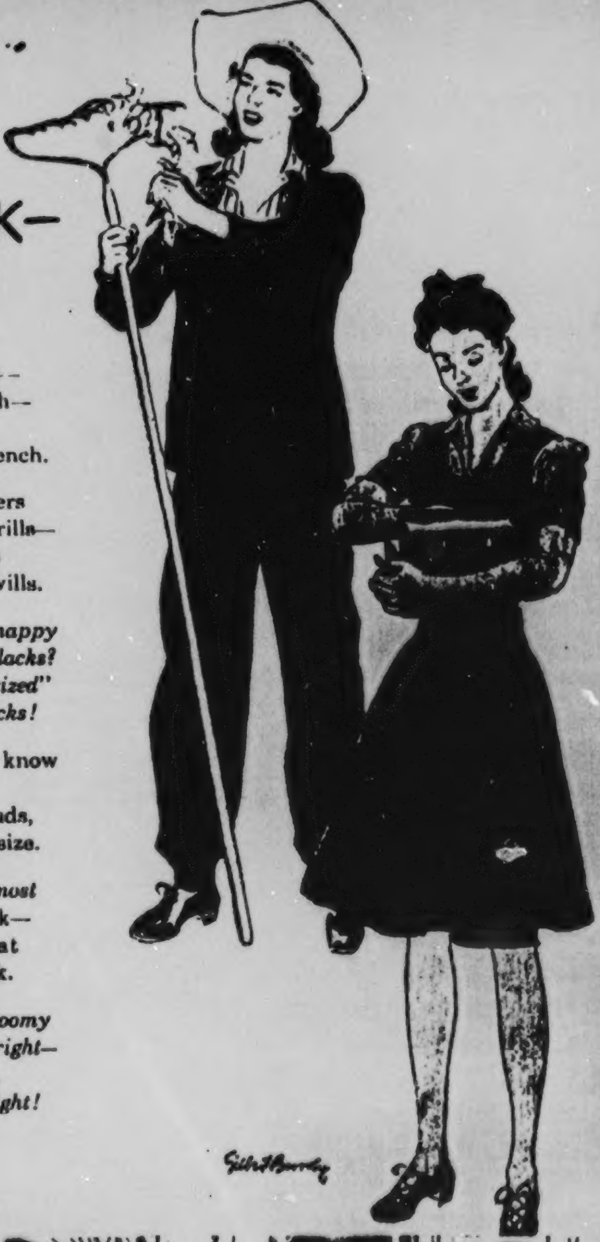
They're wearing pants and jumpers
made of denims and of drills—
And the dirndlest-looking dirndls
made of sturdy cotton twills.

GIRLS: *Oh, aren't we cute and snappy*
in our cover-alls and slacks?
And since the tags say "Sanforized"
we'll stay as cute as tacks!

For clothes' defense, it's smart to know
the label "Sanforized"—
It means your duds are safe in suds,
and won't shrink out of size.

The tag says one per cent's the *most*
the goods can ever shrink—
And that's so next-to-nothing that
it leaves you tickled pink.

GIRLS: *Oh, we used to buy 'em roomy*
and we used to look a fright—
But now, for not an extra cent,
we always look just right!



↓ SO CAN YOU—AND EVERYBODY!

r own job is cooking
ile your cook makes shells or tanks—
se dress labeled "Sanforized"
ll win your laundry's thanks.

Your men (the dears) have had for years
this "Sanforized" protection—
In work clothes first, then shorts and shirts,
they found this shrink-correction.

In clothes for work, in clothes for play,
in clothes to do your bit in—
Look for the label "Sanforized"
to keep a perfect fit in!

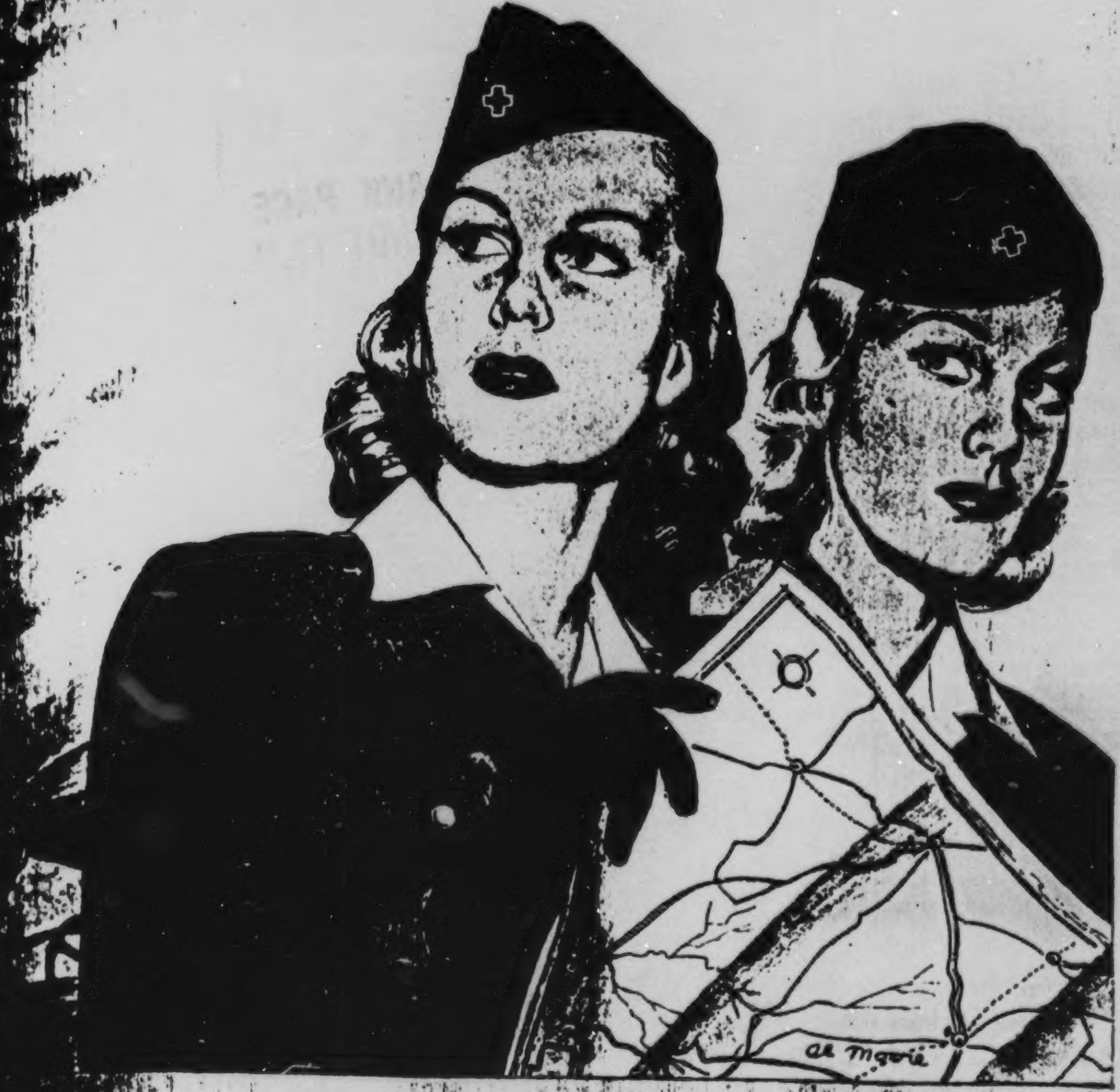
R PERMANENT FIT... LOOK
R THE "SANFORIZED" LABEL

·SANFORIZED·
REG. U.S. PAT. OFF.

Checked standard of the trade-mark owner

The "Sanforized" trade-mark is used by manufacturers on "Compressive Pre-Shrunk" fabrics only when tests for residual shrinkage are regularly checked, through the service of the owners of the trade-mark, to insure maintenance of its established standard by licensed users of the mark.

Cluett, Peabody & Co., Inc.



Now it's every woman's job to [illegible]

IT IN HEADLINES. A curve, it seems to us, is more cheerful than a straight line, especially in a hairdo; so we can stand why there are more curls than ever in England. There, where almost every woman has been mustered for tasks necessary for victory, millions of curls flaunt confidence. Here's a cue for you who are getting into uni- taking a job in industry, keeping a home running smoothly and doing something for Uncle Sam, too. No hard, cuts . . . no flowing glamour manes . . . no straggling neglect . . . but trim, shining, pretty heads held high

1942 Good Housekeeping 338

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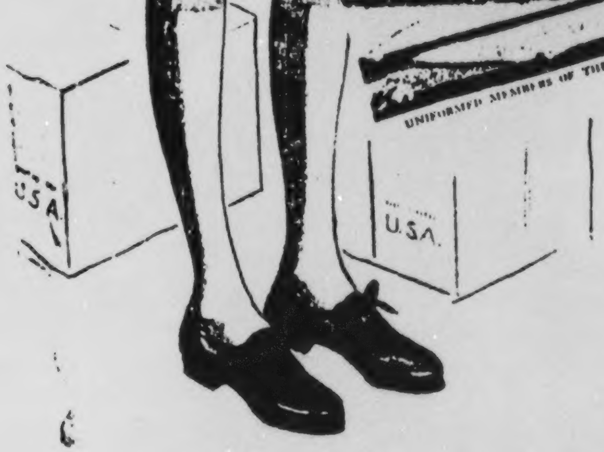
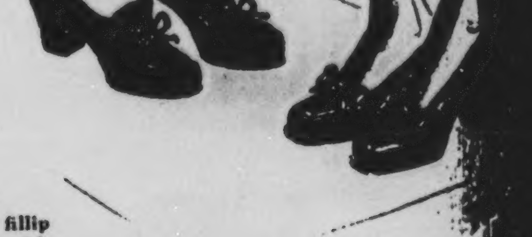
PHOTOGRAPH BY HENLE

UNIFORMED MEMBERS OF THE AMERICAN WOMEN'S VOLUNTARY SERVICE MOTOR CORPS, WITH THEIR MOBILE



Whether or not you are in uniform you will
working longer hours. You will be wearing
tailored clothes, and good, simple shoes will be
sound investment. Let your dress-up shoes be
olous and gay, your working shoes down to



For long hours at the Red Cross or tramping the pavements, these five-eyelet oxfords have the look of boys' shoes—flat heeled, with coarse stitching, to give a moccasin effect. Flat heels need not make your feet awkward if you choose the right type

These two versions of the leather bow add fillip to your tailored suit shoe. Left, a step-in with high-cut tongue effect, with pulled-through leather bow. Right, a solid, serviceable, square-soled calf pump, wide calf bow—a young shoe

March 1942 Good Housekeeping

The Shannon twins, Lila and Isabel, of Washington, D. C., who work for the Navy, wear identical jerkins and wide, pleated skirts of Tattersall checked wool. Sizes 12 to 20; under $11. Outfits can be varied by different shirts, with collars out. The twins like to ride in a convertible and stop at the A & W Soda Shop on Wisconsin Avenue for sodas. They are crazy for skating, collect college stickers, are engaged

Good Housekeeping's Textile Laboratory checks for dependable service every fabric shown in our fashion pages. Clothes on these pages should be dry-cleaned, except the white rayon blouse and printed cotton shirt, which can be washed in lukewarm water with mild soap

Mrs. P. C. Daniels, Woman's Editor, Bureau of Public Relations, U. S. N., has successfully combined a career with marriage and motherhood. She is the wife of a member of the State Department and has two small boys. Mrs. Daniels likes feminine clothes, lots of costume jewelry, and good, smelly perfume

ARISE AMERICANS
UNITED STATES NAVY
U.S. NAVAL RESERVE

Marion Hanscom, of Boston, Mass., another Navy beauty, came Washington fresh from Northfield Seminary. Here she is weari a jacket dress in becoming French blue, which is ideal for t first days of spring. (The plaid fabric is 93% rayon, 7% wo plain, 87½% rayon, 12½% wool.) Sizes 12 to 20; under $3

Jan. 1942 - Good Housekeeping

Marjorie Culler, Spokane, Wash., War Dept. clerk, in a daisy-printed green rayon jersey with shirred bodice. Sizes 12 to 20; under $18. Natural straw hat. Marjorie wants to be a journalist, is also an accomplished candid-camera fan

Mrs. W. P. Hobby, Chief, Woman's Interests Section, Bureau of Public Relations, War Dept., is a dollar-a-year woman from Houston, Texas, with an amazing public career before she came to Washington. She is 36, has two children, likes high-fashion clothes, is noted for her giddy hats

Margaret Dempsey, Pittsburgh, Pa., War Dept., sparkles with animation, is the prototype of many an American girl. She dotes on the movies (Jimmy Stewart is her favorite actor), loves sports though she is no champion. She is studying Spanish and would like to go to South America. Right, she wears a natural-and-beige plaid wool coat, rayon lined; good for years; easy sleeves, belted, full wraparound. Sizes 10 to 18; about $45. Casual rust-red felt hat and bag. Above, relaxing after a hard day, in a flower-printed cotton sports shirt (about $4.00) and spun-rayon slacks, sturdily manufactured and fine for wearing in the country; under $6

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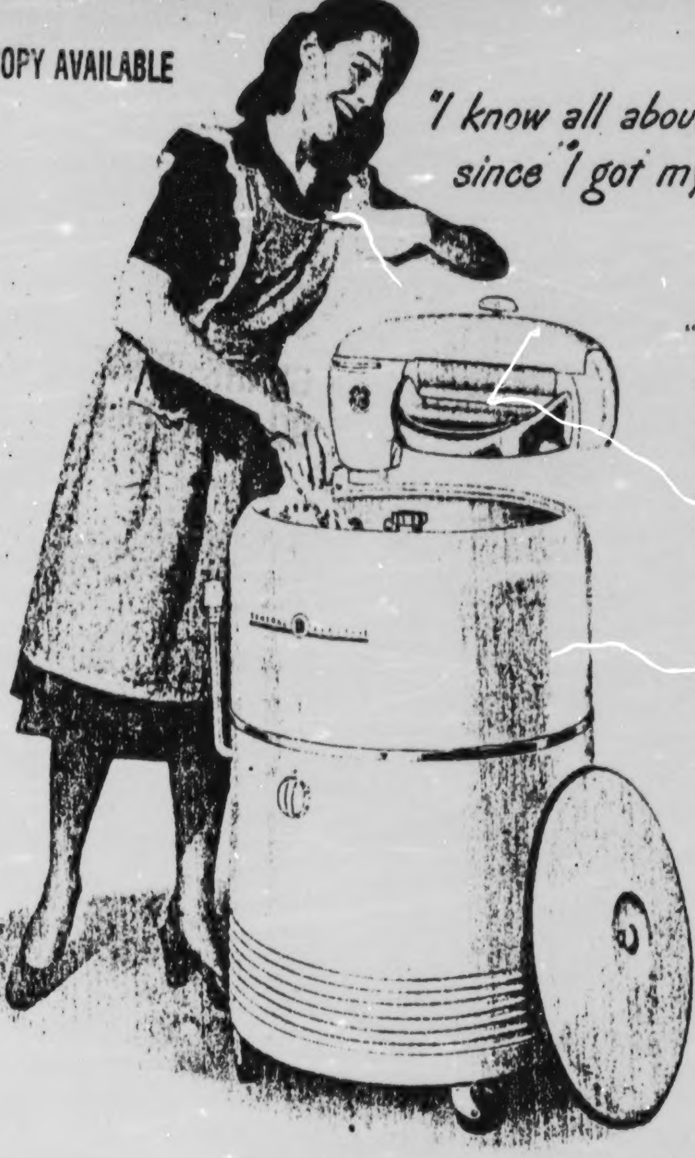
March 1942 Good Housekeeping

"I know all about 'Quick-Clean' washing since* I got my General Electric Washer!"



"OH, WHAT a difference this beautiful new G-E Washer has made in my laundry life!

"*Now* I know how 'Quick-Clean' washing speeds and lightens my washday. Because everything's done *for* me—so quickly and easily.

"And I never saw *cleaner* wash! My clothes and heavy pieces come out so sparkling clean—so shining white—without a bit of effort!

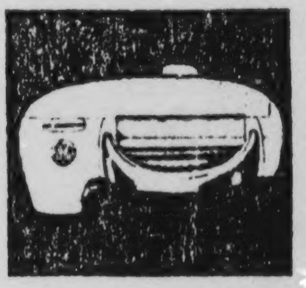
"And this G-E wonder not only saves time and work—but my temper, too. Believe me, it makes washday pleasanter than ever before. You ought to stop down at your General Electric retailer's and buy one today!"

Visit Your G-E Retailer—see the latest improvements made by General Electric's most skillful engineers! Two General Electric models to choose from. General Electric Company, Bridgeport 2, Connecticut.

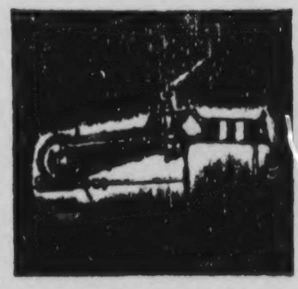
All-Electric Laundry

LOOK AT ALL THE VITAL FEATURES THIS NEW WASHER GIVES YOU!

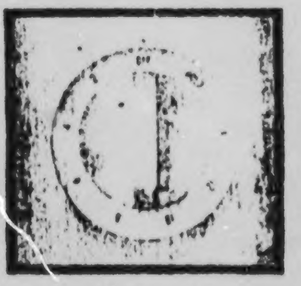
"Activator"* Action—The -cleansing action that's so very tle, so very thorough. Gets clothes and hard-to-handle flat k wonderfully clean—wonder- fast!



G-E One-Control Wringer—A General Electric exclusive you'll appreciate! One control starts, reverses, releases. A little knob regulates correct, even pressure for every fabric.



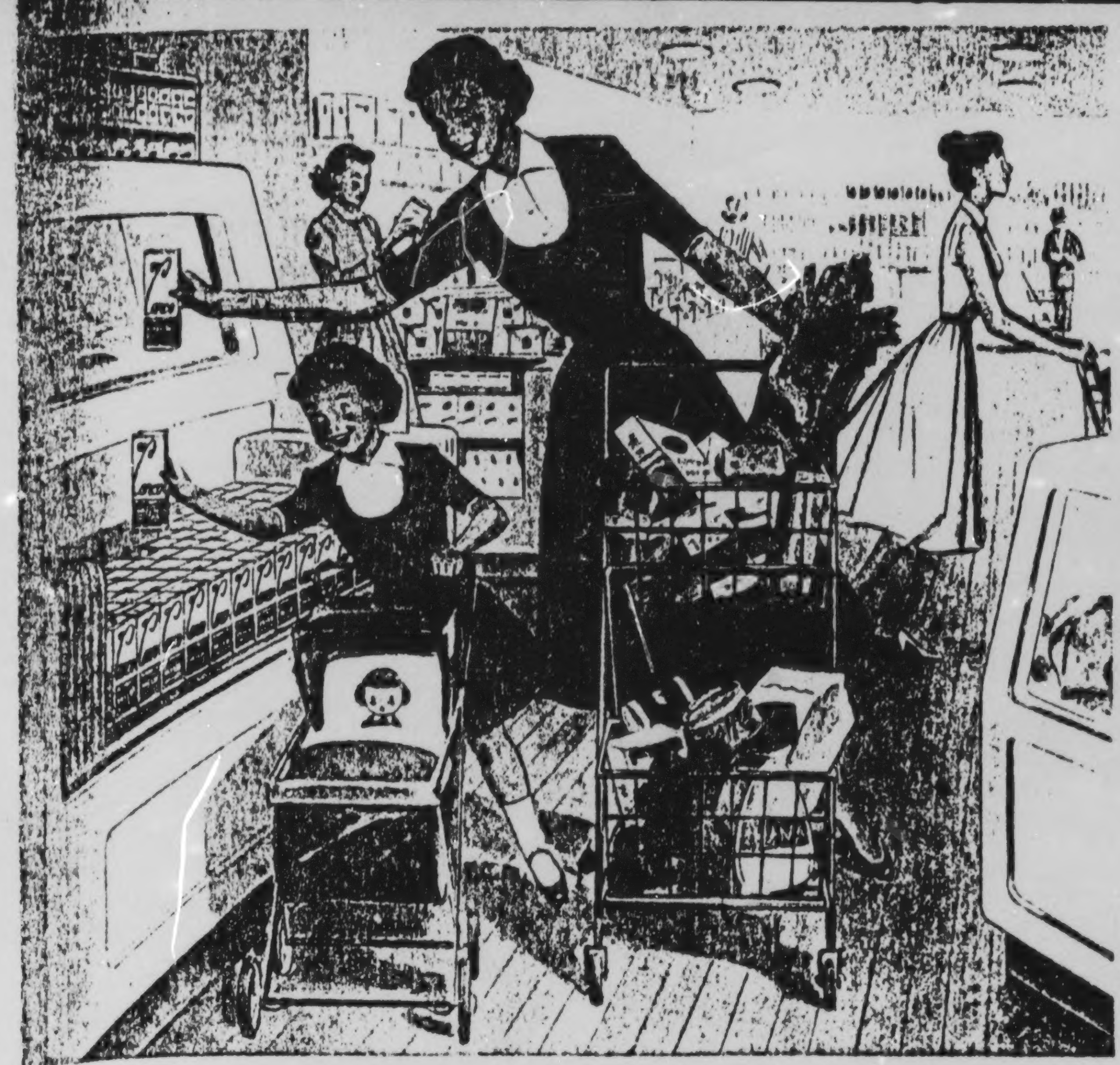
G-E "Permadrive" Mechanism—Precision engineering that belongs to General Electric alone. Only four moving parts. No complicated machinery that needs attention. No oiling needed!



G-E Adjustable Timer—Regulates washing or rinsing time up to 15 minutes. Or—can be set to HOLD position for continuous operation. OFF position stops the motor. A real convenience.

*Trade-mark Reg. U. S. Pat. Off.

GENERAL ELECTRIC



When "child's play" makes less work for mother

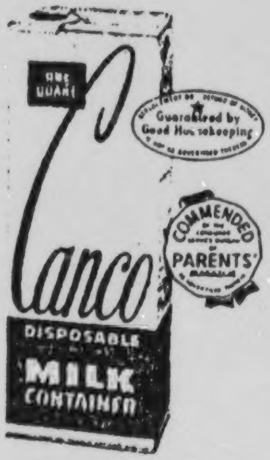
It's **"child's play"** for Sally to help with the shopping—and less work for Mother when she helps herself to milk in this modern Canco disposable container.

The convenient one-quart size, lightweight and square-sided, makes it easy for even small children to handle.

Canco's disposable container pours like a pitcher, so Sally can serve without spilling. Easy to open, too, and just a flip of the finger re-closes it tightly—keeping out odors of other foods that sometimes give milk an unappetizing flavor.

The Canco disposable milk container saves you work all through your busy day. Compact, lighter to carry, easy to stack away. It actually increases usable storage space in crowded refrigerators. It's used once, and then discarded. There is no washing chore.

Tell your grocer that you want *your* family's favorite brand of milk in the Canco disposable milk container and enjoy all these conveniences.



The 1-qt. size is the handy size for milk . . . pints and half pints for cream.

CONTAINERS—to help people live better.

AMERICAN CAN COMPANY CANCO

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August 1953 Good Housekeeping

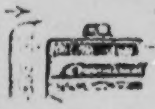
Put yourself in this picture . . . with a new "Magic Cycle" Defrosting Kelvinator that gives you all the shelf space you want . . . all the foodkeeping conveniences you want. Think of your savings in steps and time . . . think of your savings in price! You can have this deluxe 1953 Model KPC Kelvinator for only $3.53* a week—even less if you trade in your old refrigerator! The cabinets shown are Kelvinator too. New and beautiful, they are so easy to install and inexpensive to own.

Will Your New Refrigerator Give You All This?

"Magic Cycle" Defrosting.** The safest, surest method ever devised. Frozen foods stay *frozen* during defrosting.

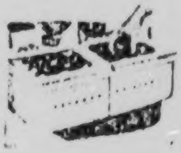
Built-In Butter Chest. Holds a full pound of butter and keeps it within easy reach, right in the door.

Full-Width Sealed Freezer. Roomy, beautiful, modern. Special grids prevent packages sticking. 3 "Speedy-Cube" ice trays.



Roomy Meat Tray. Right under freezer. Full cabinet width. Keeps fresh meats safe, stores extra ice cubes.

5-Wall Freezing. Refrigeration coils on 5 walls—top, bottom, sides, back—wrap frozen foods in cold blanket.

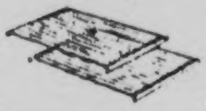


Twin "Moisture-Seal" Crispers. Extra large. Warp-proof covers seal in moisture to keep fruits and vegetables garden-fresh.

Roll-Out Dairy Shelf. Easy sliding on nylon rollers, brings foods and bottles to your fingertips.

Shelves-in-the-Door. Ideal for often-used foods. Top shelf recessed for safe-keeping eggs.

Sturdy, Rust-Proof Aluminum Shelves. Will never rust, corrode, or lose beauty.



Cold-Clear-to-the-Floor. Kelvinator's design provides more food space in less floor space. That's why Kelvinators are much more compact.

COMPARE KELVINATOR WITH OTHERS COSTING UP TO $100 MORE!

Before you buy any other refrigerator, at *any* price, compare it with Kelvinator . . . feature for feature . . . dollar for dollar. Compare Kelvinator workmanship . . . reputation . . . resale value. You'll agree "It's Time To Join The Kelvinator Parade To Better Living!"

TRADE NOW FOR THIS NEW KELVINATOR!

This New Kelvinator has all these deluxe features . . . and for only $3.53* PER WEEK

IT'S TIME TO TRADE FOR **Kelvinator**

and join the Kelvinator Parade to Better Living!

*Manufacturer's suggested retail price, after minimum down payment.

**Patent applied for.

Division of Nash Kelvinator Corporation, Detroit 32, Mich.

Refrigerators
Ranges
Freezers
Electric Water Heaters
Kitchen Cabinets and Sinks
"Electro-Drain" Garbage Disposers
Washers and Ironers
Room Air-Conditioners
Dehumidifiers

July 1953 Good Housekeeping

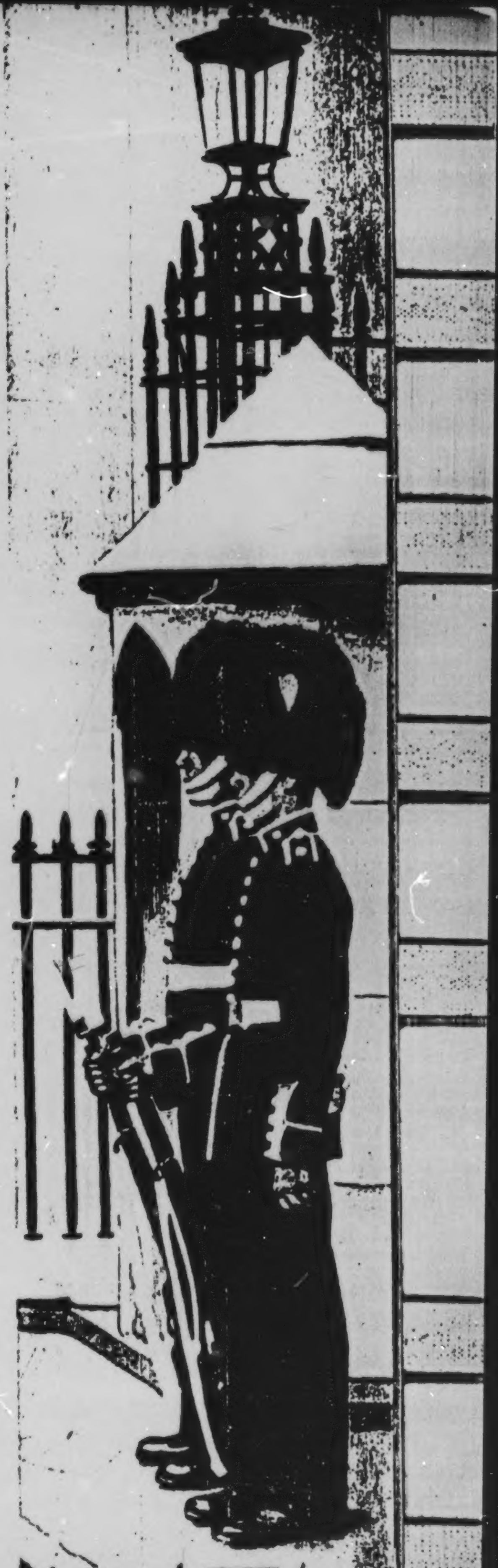
344

All she wanted was LOVE

Her kind, not his. Flowers first.
Compliments. Tender sentiments. A whirl.
Believe it or not, she got everything!

BY ALISON WALPOLE

ILLUSTRATED BY JON WHITCOMB



Mitty Lee Kirby sat on the top deck of a double-decker red bus and looked at London. The part of the view that interested her most was the bowler hat in front of her.

Mitty Lee had always been certain she would burst out laughing the first time she saw a bowler hat being worn. They looked so comical in photographs, like bobbing black apples, with the owners' ears so pink and prominent underneath. Yet here was a young man wearing a bowler hat and not looking funny at all. The hat seemed to belong there. It actually was a hat. She accepted it without astonishment and went on to examine the profile beneath it, which itself was studiously examining the Personals column of the morning newspaper.

The profile was fine and fair and beaked in rather an attractive way that reminded Mitty Lee of The Scarlet Pimpernel. For the space of several stops Mitty Lee wondered what daredevil missions the young man in the bowler hat might have accomplished in another, more romantic, century; and for the space of several more she wondered what he actually had done in this present century—why, in fact, he went to work at eleven o'clock in the morning and what he did when he got there.

Mitty Lee was not normally interested in strange young men, but she had been in London for more than a fortnight, and her overwhelming popularity in Hogan Falls, Nebraska, had ceased to console her. Besides, there were no strange young men in Hogan Falls. Everyone knew Marshall Kirby's flourishing drugstore; everyone knew his pretty daughter; and Mitty Lee had been used to a stag line all her own from the moment she shook the golden curls of her first permanent at her first school prom.

Aunt Dorrie, who had been planning every detail of this trip ever since her favorite niece left college and who now sat beside her in the bus, didn't seem to think it necessary to know anyone in London. She had waved aside all offers of introduction: "We'll be far too busy to look anyone up. Mitty Lee and I are going to *see* everything."

Which was all very well when you were Aunt Dorrie's age—well over sixty—but for Mitty Lee just seeing was not enough. It was all very well if you had a card-index mind for dates and facts and catalogued them neatly away like Aunt Dorrie, (*Continued on page 101*)

She expressed a wish, smiled at him, and—hey, presto!—the wish became reality

345

Jan. 1955 Good Housekeeping

1949

keep the waiting pretty

1948

in baby-coming fashions like these

A husband lets the world know
He's going to be a pappy.
His clever wife backs up his glow
And sees that he stays happy.

She keeps her looks, she keeps her style,
She stays as cute as candy—
What's crisp, what's bright, what rates a smile
Are in her closet handy.

Oh, a man is pleased as Punch to find
A wife who thinks he's witty,
But most of all he wants the kind
Who keeps the waiting pretty.

Top right: A rayon crepe for the fireside, sparked with a switchable piqué collar. Sizes 10 to 18; about $30. Right: Neatly cut jacket and jumper of rayon faille. Sizes 10 to 18; about $35. Below: A suit that's made of cool striped rayon. Sizes 10 to 18; about $35

PHOTOGRAPHS ON PAGES 58 THROUGH 64 BY JAMES ABBE, JR.

A handy extension telephone in your kitchen saves you time, countless steps and precious energy—at a cost of only pennies a day!

Now . . .

TELEPHONES

where you want them!

A telephone at your bedside is a comfort and a convenience. It can be a real blessing when you or someone else must stay abed. And there's also a light-up telephone for dialing in the dark.

A portable telephone can be plugged into telephone outlets—in guest room, game room, laundry or workshop, or outdoors on terrace or porch.

Special signals to announce incoming calls in different ways are also available. There are chimes . . . and a flashing light. For outdoor locations you may have a gong, horn, or loud bell.

To find out about the various telephone services available and how little they cost, just call the nearest business office of your Bell telephone company.

BELL TELEPHONE SYSTEM

Reminding you that someone, somewhere would enjoy hearing your voice today

Kettleby. He was soon afterward the infirmary, where Nobbie treated for a sprained thumb. Talking wit patient, Nobbie learned that he w very Kettleby who had run oll Gloria, the plumber's fickle Nobbie sighed that he had once sweetheart.

"Well," said Kettleby, "so you'r one. So it's you. You're the one from a lifetime of misery. Nag, n Nothing I ever done was right."

"Oh?" said Nobbie. "I'm sorry to that."

"I puts up with her for years, slugs her, and here I am. It's sprained me thumb, but it was wor It's the first peaceful place I ha since I got married. I'm only he a month, though."

He showed an unreasoning r ment at Nobbie for not having m Gloria himself, but later they b good friends.

When Blake had been three yea bondage, he one day, in a confid mood, disclosed to his sister wh had done with the money. She astounded.

Though he had imposed secrecy her, she went quietly about—to Mr lotson, to other influential person hospital association, to the Att General—and offered to repay money Nobbie still owed if certain ditions were met. These were to an early parole for him and a job Niddleton Hospital when he w leased. Bessie had in her own name than the amount needed, and her band gave her a generous allowa addition.

There were several circumstanc sides the return of the money; that Bessie's proposal acceptable to the Nobbie had not put the state to th pense of a trial, he had maintain excellent record in prison, his cr activities had had a novel and w objective. All things argued in his b

At present, then, the contented bezzler is studying in prison to b a pharmacist, with every prospect taining the necessary degree. thereafter he can expect parole and able employment in the institutio helped so substantially to found.

What he does not yet know, an not know until his first visit to Nid Hospital as a relatively free man, final concession obtained by his In the lobby he will find the "Noble Blake" engraved on the reserved for the Unknown Bene

THE END

Diet and Exercise Befo and After the Baby Com

Tells what foods to eat—a why—to protect the health of mother and provide adequately the development of the baby- come. Suggests basic meal p terns. Also tells how to exerc safely to keep feeling fit duri pregnancy, and how to regain pretty figure after the baby born. Order from Good Hou keeping Bulletin Service, 57th at 8th Ave., N. Y. 19. Price,

Jan. 1955

PRINTED IN THE U. S. A. BY THE

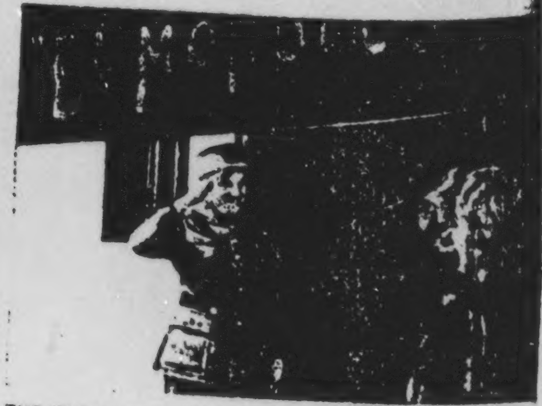
NO WONDER I couldn't hold Bob's roving eye with that stringy, drab, unmanageable hair I used to have. No amount of fussing and fiddling with it helped. I simply couldn't make my hair behave. It seemed hopeless UNTIL...

A MIRACLE HAPPENED [illegible] a top-flight hairdresser gave me a Lustre-Cre ... and I saw a lovelier me! "Lustre-Creme," he explained, "is not a soap, no a dainty, new, rich lathering [illegible] shampoo [illegible] cosmetic specialist, to glamorize unruly hair. [illegible] the Lustre-Creme [illegible] you are looking at

A SHAMPOO
WITH LANOLIN

For
Soft, Glamorous
"Dream-Girl"
Hair

"USE IT AT HOME," the hairdresser urged. "Lustre-Creme Shampoo gives hair this three-way loveliness: (1) Makes it fragrantly clean, free of loose dandruff; (2) restores natural, shimmering sheen; (3) leaves hair soft, easy to manage. Its silken lather is a rare blend of secret ingredients plus gentle lanolin, akin to the natural oils in a healthy scalp."



THE GLEAM IN BOB'S EYE that night matched the gleam in lovely hair. He looked raptly at my shimmering locks ... caress curl as we danced. [illegible] his new-found me. Bob made another discovery! He learned, through my Lustre-Creme, how to keep [illegible] sleek and well-

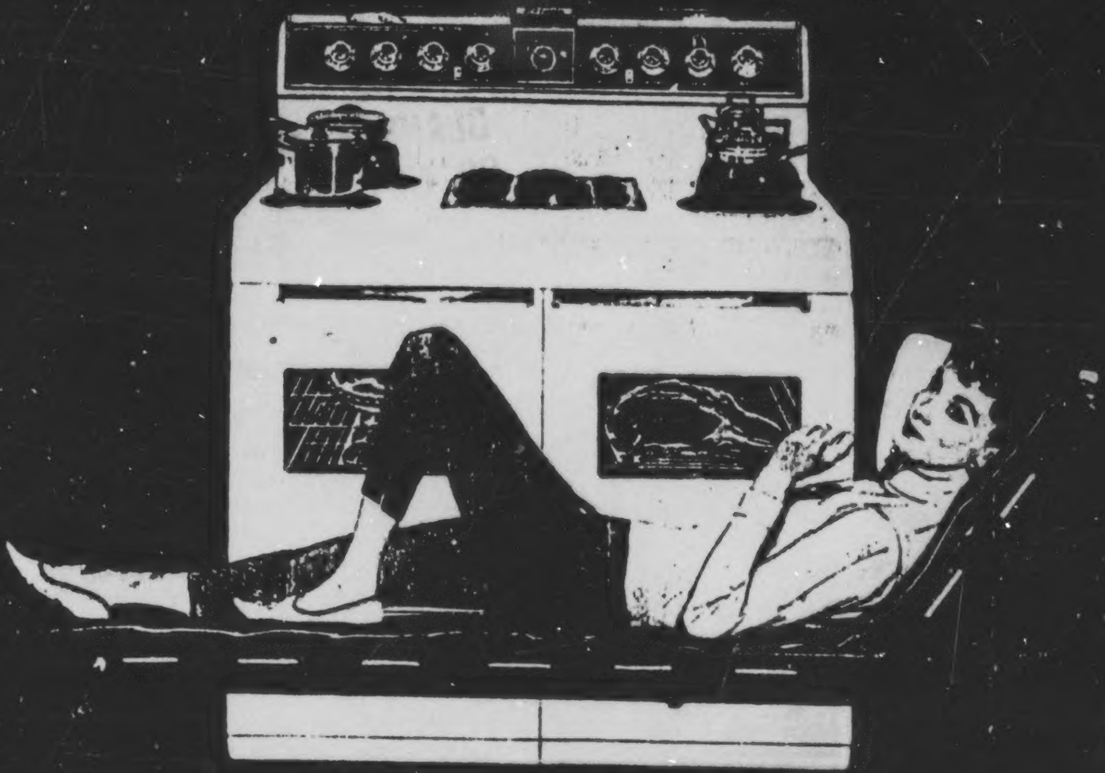
He whispered DREAM GIRL when I became a "LUSTRE-CREME" G

NOW ... Bob's eye is no longer roving. It centers on me! Shortly after he first whispered, "You're my Dream Girl," our wedding date was set. Maybe it's too much to call a shampoo a matchmaker. But with its blend of secret ingredients plus gentle LANOLIN, wondrous Lustre-Creme did bring out my natural hair beauty and *did* help attract my man.

YOU, TOO ... can have soft, glamorous Dre hair with the new, magical Lustre-Creme poo. So easy to use at home. Lathers instantly in hard or soft water. (No [illegible] needed [illegible] Lustre-Creme shamp [illegible] "three-way loveliness" [illegible] Your hair is sweetly clean ... gorgeous sheen ... so soft, so easy to manage and to caress. Try it! 4 oz. jar $1.00. Also 50¢ sizes, at all cosmetic counters.

[illegible] Michigan Avenue, C

The most completely automatic ranges ever!



RCA Estate Ranges

New leisure time for you with the most completely automatic ranges ever shown. They grill—with a new thermostatic control to maintain the right temperature automatically. They bake automatically. They barbecue automatically. And, they're the first ranges to offer the "Leisure-Stat"—a startling, new advance in automatic cooking on a top unit.

RCA Estate Ranges bring into your kitchen what RCA Victor television, radio and recorded music have brought into your living room . . . years of dependable, quality performance! These new ranges are the last word in kitchen convenience, beauty and value. Don't buy your new range until you've seen the new RCA Estate gas or electric ranges.

See the 16 new RCA Estate Ranges at dealers now! 30-inch Space Kings or full-size models! Prices start as low as $169.95

RCA Estate's exclusive "Leisure-Stat" offers new automatic top unit cooking!

Fry, stew, simmer, cook automatically. Simply put your utensil on the top unit and set the length of time required to bring the food to cooking temperature quickly. Set the cooking temperature and the length of cooking time desired. That's all. The "Leisure-Stat" will perform the entire cooking operation automatically and then turn itself off!

. . . and RCA Estate offers you completely automatic oven control, too!

TMK® All gas models for city or LP (bottled) gas. Suggested retail price shown.

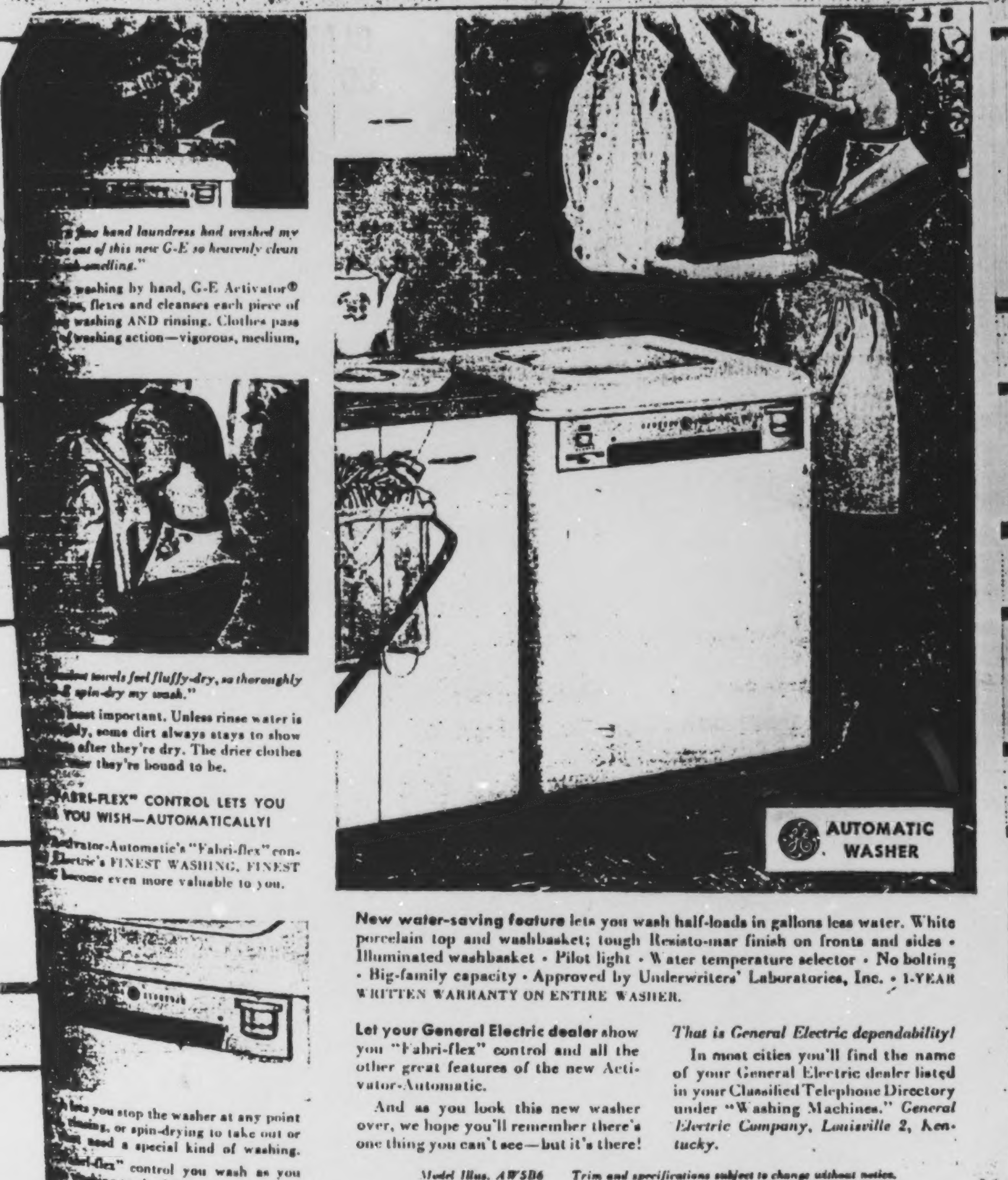
RCA

350

Famous for the finest in TV, radio, recorded music, ranges, air conditioning.

RADIO CORPORATION of AMERICA

March 1955 Good Housekeeping



fine hand laundress had washed my ... out of this new G-E so heavenly clean ... smelling."

... washing by hand, G-E Activator® ... flexes and cleanses each piece of ... washing AND rinsing. Clothes pass ... washing action—vigorous, medium,

... towels feel fluffy-dry, so thoroughly ... spin-dry my wash."

... important. Unless rinse water is ...ly, some dirt always stays to show ... after they're dry. The drier clothes ... they're bound to be.

...ABRI-FLEX" CONTROL LETS YOU ... YOU WISH—AUTOMATICALLY!

...ivator-Automatic's "Fabri-flex" con... Electric's FINEST WASHING, FINEST ... become even more valuable to you.

... lets you stop the washer at any point ..., or spin-drying to take out or ... need a special kind of washing. ...abri-flex" control you wash as you ...ing to the fabric and the degree

...matic washing, simply put in your

New water-saving feature lets you wash half-loads in gallons less water. White porcelain top and washbasket; tough Resisto-mar finish on fronts and sides • Illuminated washbasket • Pilot light • Water temperature selector • No bolting • Big-family capacity • Approved by Underwriters' Laboratories, Inc. • 1-YEAR WRITTEN WARRANTY ON ENTIRE WASHER.

Let your General Electric dealer show you "Fabri-flex" control and all the other great features of the new Activator-Automatic.

And as you look this new washer over, we hope you'll remember there's one thing you can't see—but it's there!

That is General Electric dependability!

In most cities you'll find the name of your General Electric dealer listed in your Classified Telephone Directory under "Washing Machines." *General Electric Company, Louisville 2, Kentucky.*

Model Illus. AW5B6 *Trim and specifications subject to change without notice.*

GENERAL ELECTRIC

BEST COPY AVAILABLE

ONELY?

take a lesson!

BY RALPH C. HARPER

No matter whether it's dancing, canasta or something else. The right course in practically anything will put you back in circulation

One morning not long ago a woman I shall call Alma Blake, a housewife, walked into a hospital to try the cure I had suggested for one of the cruelest diseases known to man. That afternoon Carrie Lewis, high-school student, crept shyly into the same hospital on the same errand.

Alma is forty-five. She has a busy husband and two grown sons. Carrie, aged seventeen, lives at home with her family. She is an only child. Neither lives a solitary life, yet both were victims of the silent epidemic that hits men and women of all ages—an illness known as loneliness.

No such ailment is listed in the medical books, but in my job as family counselor I constantly see patients who are ill with it. And no new wonder drugs were included in the treatment Alma and Carrie received. The same effective tonic they got at the hospital was available in at least a dozen other places. They were cured by taking lessons!

Lessons in how to become more popular? more charming? more attractive? How to dance or play bridge? How to paint or play the piano? No, although any or all of these might have succeeded. What Alma and Carrie chose to learn was how to be nurse's aides. As far as curing their own loneliness was concerned, however, they could have chosen dancing lessons or sewing lessons or almost any kind of lesson in something new. If they had wanted to invest still more time, they could have enrolled in regular courses to learn to be practical nurses. The important thing was not so much what they learned; it was simply that they *learned.*

It happens that you cannot become a nurse's aide and stay lonely. Too many people need you; their need and their loneliness cure yours. It also happened that Alma and Carrie each found a bosom friend. Alma discovered, beneath the cold and impersonal mask the head nurse wore on duty, a gay and eager off-hours companion. And Carrie was discovered by one of the most popular girls in her class. During the tedious "no visitors" hours that followed her appendicitis operation, this girl was completely won by Carrie's sympathy and efficiency.

But even before Carrie and Alma were allowed to venture among the hospital patients, the lesson cure was working. Somehow, when the shadow of the truant officer is removed—when we go to school because we are eager to learn—a classroom becomes a clubroom. It is a clubroom we should not neglect (*Continued on page 259*)

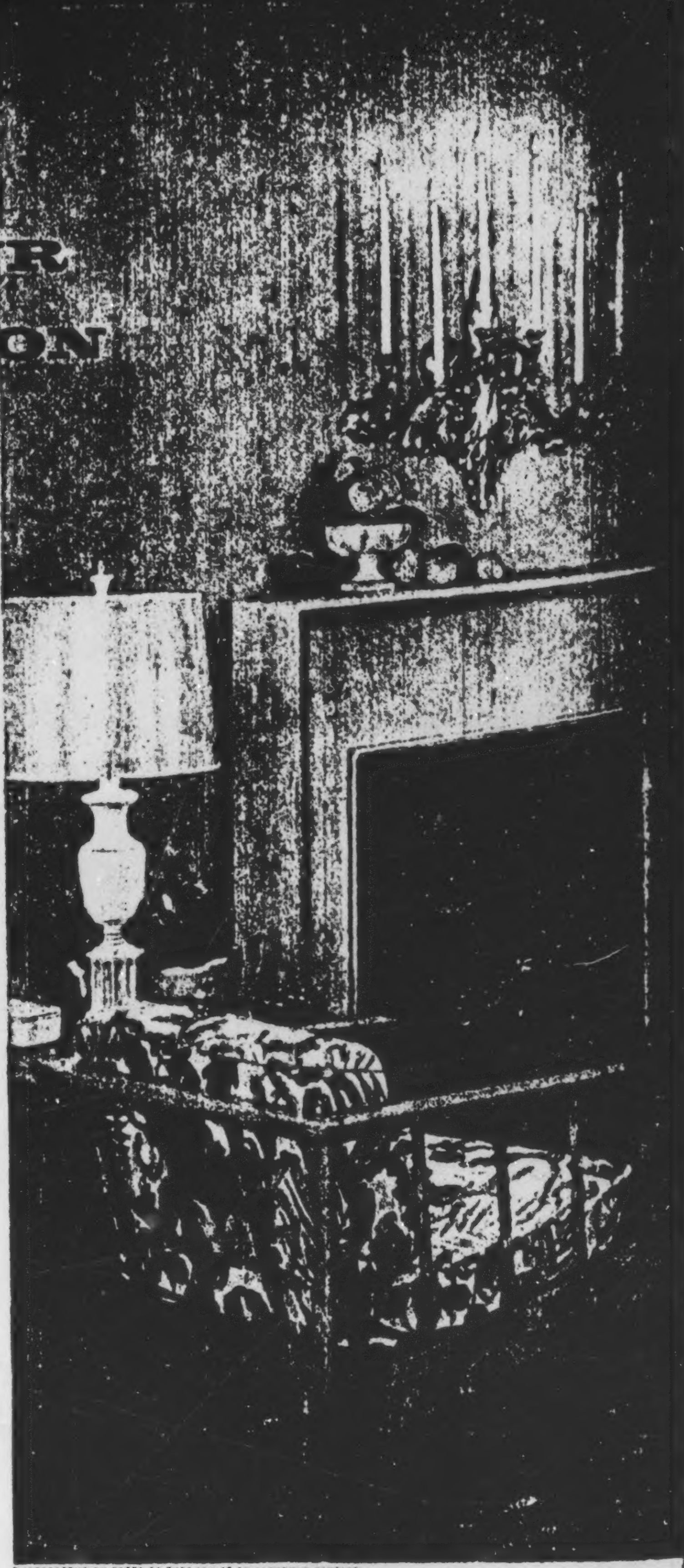
doing the mambo"
you. You can't be
you're having fun

April 1955 Good Housekeeping 352

HOME FROM YOUR HONEYMOON

Here and on the following pages we present three decorating schemes, complete down to the last detail, which any bride would love and can afford to come home to

The enchanting living area of this living-dining room demonstrates the subtle charm of blending traditional and contemporary furnishings. The furniture here is a modern adaptation of classic design, and the color is the very fashionable blue-green combination. A drapery-and-upholstery print fabric is in a traditional fruit-and-flower pattern, and accessories all derive from some period of the past. The mirror frame and the candelabra are baroque in feeling, and the alabaster lamps suggest Greek columns.



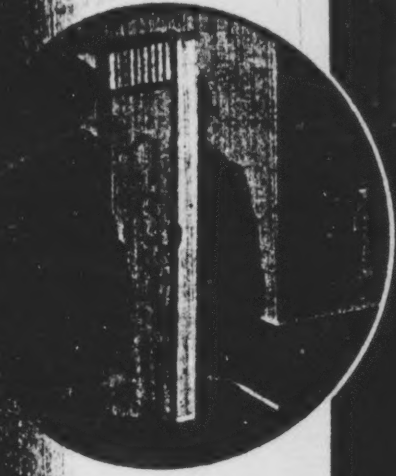
PHOTOGRAPHS ON PAGES 68 THROUGH 77 BY ALDERMAN STUDIOS

May 1955 Good Housekeeping

E GLASS IN
ATHER'S LIFE

m by room)

don't need to follow Father
gh very many rooms to
ver that glass makes his
uch more pleasant. For
glass is chic and glamor-
enough to delight the
nine heart, it can also be
sculine and practical as
grain leather or a good
set.



OWER. Father loves to splash!
a bathroom he can splash in to
content. Walls of colorful Car-
glass, easy to clean, impervi-
and chemicals. And a shower
some Pittsburgh Heavy Plate

MADE FROM
PITTSBURGH
PLATE GLASS

label—
quality Plate Glass

RIGHT DRESS! Not a military command, but a promise, when Father has a full-length door mirror in which to inspect himself before facing the world's critical gaze. Half measures won't work here. Be sure his mirror is at least 5½ feet high—and made of Pittsburgh Plate Glass for clear reflections.

HE'S A PRACTICAL MAN. That's why he likes these modern Pittsburgh Corning Glass Blocks that let in plenty of daylight but guard his privacy...and the big Plate Glass desk top that protects the finish from such male hazards as damp tumblers, neglected cigarettes, spilled ink.

WHERE CAN I BUY? Your department store or other local glass supplier can help you work out your ideas for the use of mirrors and glass in your home. And when you buy, be sure to look for the blue Pittsburgh Label. It means *quality* Plate Glass.

FREE BOOKLET! Full of ideas on how to decorate your home with glass. Profusely illustrated in full color. Suggestions for both old houses and new. Send the coupon for your copy.

Pittsburgh Plate Glass Company
2011-8 Grant Building, Pittsburgh 19, Pa.

Please send me, without obligation, your free illustrated booklet entitled "Making your Home More Attractive with Pittsburgh Glass."

Name ____________________

Address ____________________

City ____________ State ____________

PAINTS · GLASS · CHEMICALS · BRUSHES · PLASTICS

TTSBURGH PLATE GLASS COMPANY

Women in World War II

Prepared for Kitty Edwards
Boulder High School
By Leisa Meyer

WmSt 304
28 April 1983

Leisa D. Meyer

Curriculum Unit for American Studies - Women in World War II

Instructor: Kitty Edwards
Grade Level: Eleventh
School: Boulder High School
Format: Lecture/Film/Discussion/Lecture/Discussion
Time Frame: Two 1 Hour 50 Minute Periods

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box 325
Boulder, Colorado 80309

Goal: The purpose of this curriculum unit is to give the students a better background and perception of the attitudes and facts concerning working women.

Objectives:

I: Supply students with background on attitudes and issues concerning working women. (Specifically during the Depression and Pre-WWII era).

II: Supply students with facts concerning women's contribution to the war effort. (WWII)

III: Make students aware of attitudes toward women working during the war and ways in which women were encouraged to work.

IV: Make students aware of post-war attitudes toward women working and the efforts made to force women back into the home after the war.

Objective I: Supply students with background on attitudes and issues concerning working women. (Specifically during the Depression and Pre-WWII era).

A. During the Depression years a women working was perceived as displacing a man who needed the job to support his family.

   1. Attitudes were that men were the breadwinners and providers, womyn did not need to work.
   2. Not taken into account was single mothers, women who were widowed or divorced, and single women having to support themselves. 1

B. Protective legislation

   1. Prohibited women from working certain hours and certain types of jobs.
   2. In several states these laws prohibited married women from working altogether.[2]

Objective II. Supply students with facts concerning women's contribution to the war effort.

A. Drastic increase in production followed the United State's committment to World War II.

   1. As males were drafted into the armed services a large labor shortage emerged.
   2. New factories built to address the increased production needs created many new jobs to further increase this shortage.

B. The labor shortage was addressed by a massive propaganda campaign to encourage women to join the work force. (See Appendix 1)[3]

   1. The proportion of women working grew from 25 - 36%.[4]
   2. The number of wives holding jobs doubled.[5]
   3. Unionization of women quadrupled.[6]

Objective III: Make students aware of attitudes toward women working during the war and the ways in which women were encouraged to work.

A. Much publicity was devoted to assuring the public that women's role was not changing and that women's working was just a novel way of helping the family. Several conditions were placed on women's employment.

   1. Women's utilization in the labor force was temporary and only for the duration of the war.[7]
   2. Women working would not lose their femininity.[8]
   3. Media emphasized the eternal feminine motivations behind women's willingness to step out of customary roles.[9]

B. Much propaganda was levied to make women believe,it was their DUTY[10] to participate on the homefront.

Objective IV: Make students aware of post-war attitudes toward working women, and the result of combined efforts to force women "back into the home."[11]

A. Despite efforts to "force" women out of the labor force after WWII many women remained working due to economic necessity and because they enjoyed their new freedom.[12] (See Appendixes 2 & 3).

   1. "Although the popular ideology that women's primary role was in the home survived the war both in public discourses and in the beliefs of most women, the military crisis did create an ideological climate supportive of women's movement into the public realm."[13]

B. Many women found jobs and opportunities available to them during the war ceased to be available after WWII, and women were forced into more traditionally female occupations. (See Appendix 4)

Outline of Activities Which Actually Occurred in Class

PERIOD ONE

1. Brief introduction incorporating Objective 1.
2. Hand-out prepared reading and Study Guide.
3. Show film "Rosie the Riveter".
4. Discussion
    a. What were the attitudes toward women working, and why did these attitudes prevail?
    b. Go over Study Guide questions with the class.

PERIOD TWO

1. Allow ten minutes to review notes and reading.
2. Continue discussion using Study Guide and notes from reading and film.
3. Use Appendixes 2 & 3 as transparencies to demonstrate Objective 4.
4. Use Appendix 4 as a transparency to demonstrate that women began working in occupations which were traditionally "female" in greater numbers after WWII.
5. Class discussion concluded by discussing the effect of stereotyping and categorizing individuals by gender, or any other characteristic, and whether this policy was detrimental or beneficial to society itself.

SOURCES

[1] Alice Henry, *Women and the Labor Movement*, (New York: Arno Press Inc., 1971) pp. 2-12.

[2] Henry, pp. 2-12.

[3] Katherine Glover, *Women at Work in Wartime*, (New York; Public Affairs Committee, Inc. 1943) p.5.

[4] Susan M. Hartmann, *The Home Front and Beyond*; American Women in the 40's, (Boston, Massachusetts; G.K. Hall and Co., 1982) pp.15-29.

[5] Hartmann, pp. 15-29.

[6] Hartmann, pp. 15-29.

[7] Hartmann, pp.15-29.

[8] Hartmann, pp.15-29.

[9] Hartmann, pp. 15-29.

[10] "Rosie the Riveter", 1980. 65 minutes. This film is a documentary about womyn during WWII. The film includes personal interviews as well as film clips from the 1940's, which give a more accurate depiction of conditions before, during, and after WWII. Available through Educational Media, University of Colorado at Boulder through New Day Films, New Jersey.

[11] *America's Working Women*; A Documentary History - 1600 to the Present, ed. Rosalynn Baxandall, Linda Gordon, Susan Reverby, (New York;Vintage Books, 1976) pp. 280-298.

[12] Valerie Kincade Oppenheimer, *The Female Labor Force*, (Westport, Conneticut, Greenwood Press , 1970,) pp. 11-13.

[13] Hartmann, pp. 15-29.

[14] Oppenheimer, p. 149.

STUDY GUIDE QUESTIONS

"The Life and Times of Rosie the Riveter"

1) What is the objective of this film?

2) What were some of the reasons for encouraging women to enter the labor force?

3) Pick-out and describe several of the propaganda techniques used within the film.

4) Does this film reflect a change in attitudes toward women working outside of the home? Explain why or why not.

5) What is the statement being made concerning women's roles at the conclusion of the film?

Reading Handout

1) According to the reading, what were some of the advantages and disadvantages for companies hiring women?

2) According to the reading, what were some of the ways in which women were encouraged to join the work force?

3) Was the effort after WWII to "force" women out of the labor force and back to the home successful? Completely, Partially, or not at all? Explain.

Reading Handout - American Studies

World War II had profound effects on the U.S. economy, one of which was to pull the United States out of the depression and solve, temporarily, the problem of unemployment. U.S. companies also profited handsomely from the war.

Unions during the war developed significantly for several reasons: a larger work force, dues checkoffs that permitted employers to deduct union dues from employee paychecks, and maintenance of membership clauses prohibiting withdrawal from a union before the contract was up. These changes assured unions of steady dues-paying members, regardless of how dissatisfied they might be with union leadership. Despite the increase in numbers and control, unions lost some of their prewar power when they took a no-strike pledge for the duration of the war. Furthermore, workers were pressured by unions, management and government to make sacrifices because of the war and accept less beneficial working conditions: the average work week was forty-eight hours, time-and-a-half for overtime was suspended and piece work (being paid on the basis of the number of items produced) was instated. In spite of patriotic propaganda, workers called unauthorized strikes and wildcats by the thousands to protest their working conditions.

While the war had a repressive effect on workers in general, one ethnic group was singled out for political persecution. 130,000 people of Japanese origin were summarily rounded up on the West Coast and incarcerated in concentration camps. Although the excuse given was their potential disloyalty, racism, hysterical patriotism and the desire of a few for their valuable property were more likely the real causes.

One of the greatest of the war's impacts was on women. The proportions of women working increased from 25% to 36%, a rise greater than that of the preceding four decades. Wages rose, the number of wives holding jobs doubled and unionization of women quadrupled. Employer's attitudes toward hiring women remained skeptical but since women were the only available labor force reserve, they were hired.

The war gave women access to skilled, higher-paying industrial jobs for the first time. Many women taking these jobs had always worked, but had been previously restricted to lower-paying, unskilled, service jobs. Women responded to these new opportunities with skill, ingenuity, patriotism and resourcefulness, as they became switchwomen, precision toolmakers, overhead crane operators, lumber jacks, drill press operators and stevedores, demonstrating that women could fill any job, no matter how difficult or arduous. War plants paid wages often 40% higher than in the traditional women's industries. Twenty-nine thousand women joined the Women's Land Army, helping to replace the farmers who had been shipped overseas. Three hundred thousand enlisted in the military services, although none were trained in the use of weapons. All the women's services were volunteer, and the requirements for admission were higher than those for the men's Selective Service.

Not only were more women working, but different kinds of women were drawn into the labor force. Despite employer resistance, many black women found jobs in the manufacturing sector for the first time. The proportion of married women in the female labor force increased greatly; as the fighting ceased, wives for the first time composed the majority of women workers. Previous bans on the employment of married women were discarded, and the average age of employed women increased.

Although the war made rapid changes in women's economic status, it did not make a lasting or profound difference in the public attitude toward women who worked nor did it redefine sex roles. During the war women continued to receive less pay than men (65% less in manufacturing), to be denied opportunities for training and advancement and to work in separate job categories. The perpetuation of these conditions represented a tacit agreement between labor unions and managements. Unions fought for equal pay when women took jobs left by men, usually out of concern for preserving a high wage for the returning veterans; but they rarely fought the separate seniority lists of distinctly female job classifications. Often, collective-bargaining contracts created separate job classifications, and granted women membership and seniority only for the duration of the war.

Paying women less wages for equal work became even more profitable for many companies. The government encouraged companies to hire women with grants, special tax reductions and other incentives for installing women's rest rooms, lighter fixtures and conveyors to slide parts from one machine to another. In many cases, whole factories were built with the government footing most of the bills. Yet industrialists argued that women should receive lower wages because they had to make special adjustments for them.

The War Manpower Commission undertook campaigns to encourage women to take jobs in 1943. Newspaper ads, radio spots, even ten-minute films for local movie theaters were used. The following is a sample of an outdoor billboard.

MOTHERS IN OVERALLS

"What JOB is mine on the Victory line?"
If you've sewed on buttons, or made buttonholes, on a machine,
you can learn to do spot welding on airplane parts.
If you've used an electric mixer in your kitchen,
you can learn to run a drill press.
I you've followed recipes exactly in making cakes, you can learn to load a shell.

The public discourse on women's new wartime roles established three conditions which set limits on social change, The first was that women were replacing men in the world outside the home only "for the duration". Particularly during the later stages of the war, employers and public officials asserted that women workers were proud of their contributions to the war effort,. but were eager to return to the home and would gladly relinquish their jobs to returning soldiers. The second condition was that women would retain their "femininity" even as they performed masculine duties. Photographs of women war workers emphasized glamour, and advertising copy assured readers that beneath the overalls and grease stains there remained a true woman, feminine in appearance and behavior. Finally, the media emphasized the eternal feminine motivations behind women's willingness to step out of customary roles. Patriotic motives were not ignored; but also highlighted was women's determination to serve their families albeit in novel ways. In the public image, women took war jobs to bring their men home more quickly and to help make the world a more secure place for their children.

Despite the many mothers working during World War II, the ideology that held mothers primarily responsible for their children remained unchanged. Paul McNutt, head of the War Manpower Commission, stated that "the first responsibility of women with young children, in war as in peace, is to give suitable care in their owne homes to their own children."

Day care was not an important public issue before World War II because mothers had never worked outside their homes in such significant numbers. The day care that was established during the war was far from adequate. About half the employed mothers had their children cared for by relatives in the household. For many others there was no child care help available, and child neglect verged on a national scandal..Children left alone at home while their mothers worked were killed and injured in accidents; questionable foster homes sprung up; "door key kids" (youngsters with keys tied around their necks so that they could get into the house when school was out) became commonplace; and increased juvenile deliquency was blamed on mothers' neglect.

Day care was provided during the war as temporary, emergency measures for mothers unable to make private arrangements. Most of the centers were located in areas of heavy war industry. Their primary purpose was to bring mothers into war production, not to liberate women or educate children. Many of the centers provided inadequate care, which made mothers fearful of leaving their children and gave day care a bad reputation.

Other services, such as shopping, precooked meals and shoe repair, were provided for women workers by private enterprise at a profit. But the fact that these services existed gave women a vision of what was possible when government policy encourages women entering the labor force, and demonstrated that when services were provided women were as effective on their jobs as men.

Despite these temporary steps forward, at the end of World War II and organized campaign to "force" women out of the labor force began and continued in earnest during the post war years. Educators, social workers, psychologists and journalists tried to convince women that their place was in the home rearing children and not in the paid labor force. Their public relations arguments rationalized taking away jobs from women and giving them to men, even bumping of women with seniority off their jobs. Behind these efforts were important economic considerations. On the one hand, the system could not provide full employment; on the other hand, continued industrial profits required, with the diminution of military spending, an expansion in the consumption of household durable goods. An emphasis on "homemaking" encouraged women to buy. To increase private consumption, families were encouraged to leave the cities for the suburbs by low-cost Federal Housing Administration loans and miles of commuter highways subsidized by the government.

But the inflationary spiral (meat prices rose 122% between 1945 and 1947) created an economic pinch for almost everyone and made an adequate standard of living possible only if both the husband and wife worked. Thus many women displaced in the heavy industries did not in fact return to the kitchens, but found work in the "traditional" women's jobs still available to them. Despite the feminine and suburban mystiques, many millions of women continued to work out of economic necessity.

SOURCES

Americas Working Women: A Documentary History - 1600 to the Present, ed. Rosalyn Baxandall, Linda Gordon, Susan Reverby, (New York: Vintage Books) 1976, pp. 280-298.

Susan M. Hartmann, The Home Front and Beyond: American Women in the 1940s, (Boston, Massachusetts: G.K. Hall and Co) 1982, pp. 15-29.

for transparency

Appendix 1

WOMEN IN THE LABOR FORCE

March 1940	13,840,000
April 1944	18,449,000
April 1947	16,323,000

*Katherine Glover, Women at Work in Wartime.(New York: Public Affairs Committee, Inc., 1943), p. 5.

Appendix 2

WOMEN IN INDUSTRY---ONE EXAMPLE

employment trends in an aircraft assembly plant

	TOTAL	WOMEN
November 1940	14,000	0
November 1941	20,600	300
December 1941	24,600	900
April 1942	25,700	3600
November 1942	24,000	13,500

*U.S. Census figures

APPENDIX TWO

Table 1.4

FEMALE LABOR FORCE PARTICIPATION BY AGE AND MARITAL STATUS: 1940-1960

(Percent of women in labor force)

Age and marital status	1940	1950	1960
Married, husband present			
Total, 14 years and older	13.8	21.6	30.6
14 to 19	9.3	19.4	26.0
20 to 24	17.3	26.0	31.1
25 to 29	18.5	22.1	26.8
30 to 34	17.6	22.5	29.0
35 to 44	15.3	26.5	36.5
45 to 54	11.1	23.0	39.3
55 to 64	7.1	13.1	25.2
65 and older	2.8	4.5	6.8
Single women			
Total, 14 years and older	45.5	46.3	42.9
14 to 19	19.7	22.8	23.3
20 to 24	73.1	73.3	73.2
25 to 29	79.5	79.8	79.1
30 to 34	77.7	77.9	78.4
35 to 44	73.4	75.7	78.2
45 to 54	63.5	70.7	76.1
55 to 64	47.2	57.2	64.8
65 and older	18.9	19.7	23.0
All other ever-married women[a]			
Total, 14 years and older	33.7	35.5	38.7
14 to 19	34.6	37.0	35.3
20 to 24	57.0	54.3	53.9
25 to 29	63.9	59.3	58.2
30 to 34	66.6	62.4	62.2
35 to 44	61.9	65.7	68.8
45 to 54	46.6	56.2	67.3
55 to 64	26.8	35.8	47.4
65 and older	6.2	7.8	10.8

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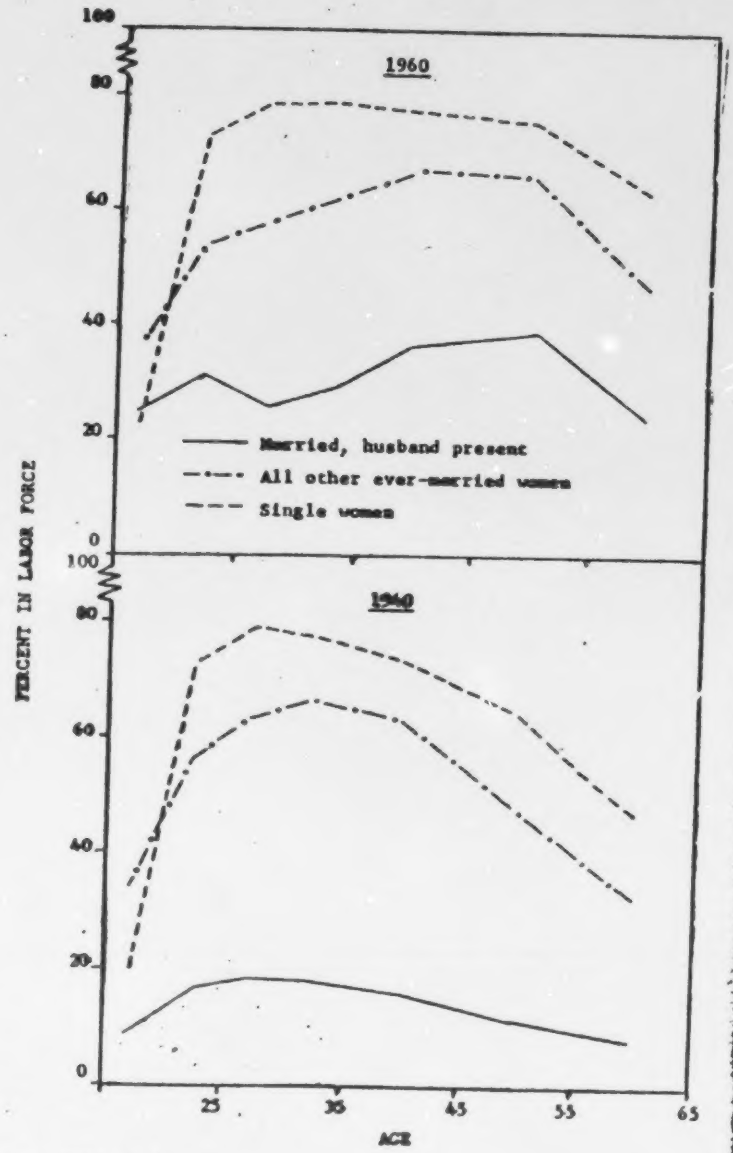
[a] Includes widowed, divorced, and married women, husband absent.

Source: U.S. Bureau of the Census, 1960 Census of Population: Subject Report PC(2)-6A, Employment Status and Work Experience, Table 6.

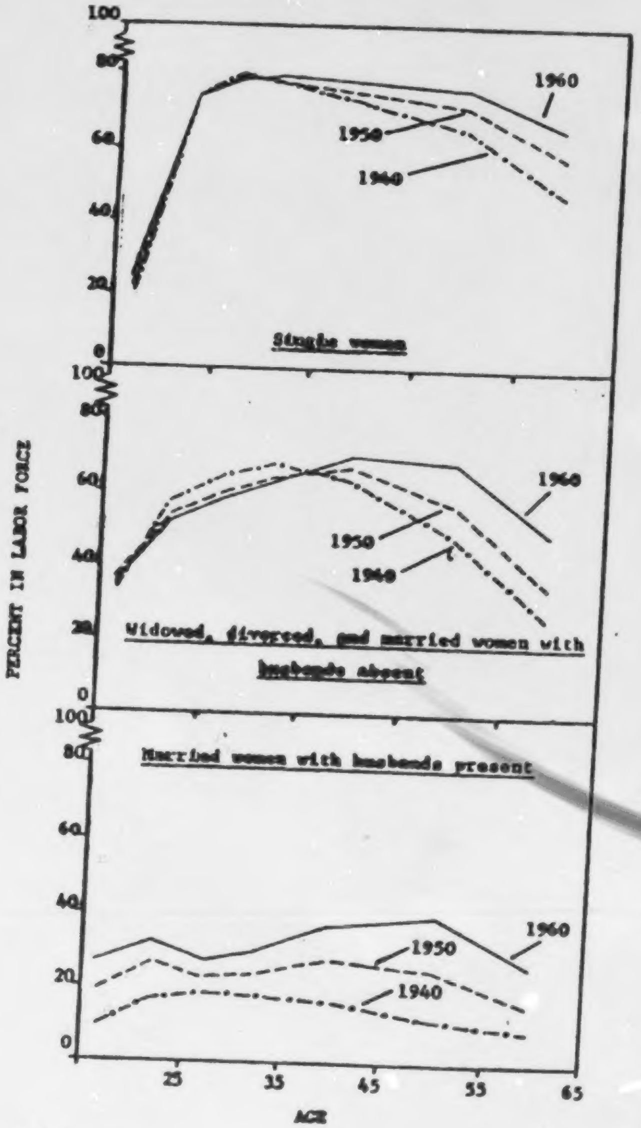
Appendix Three

CHART 1.2. FEMALE LABOR FORCE PARTICIPATION BY MARITAL STATUS AND AGE: 1940 AND 1960



Source: Table 1.4.

CHART 1.3. FEMALE LABOR FORCE PARTICIPATION BY MARITAL STATUS AND AGE: 1940-1960



Source: Table 1.4.

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APPENDIX Five

Table 5.4

OCCUPATIONAL DISTRIBUTION OF THE LABOR FORCE, BY SEX: 1900, 1940, AND 1960

Major occupation group	Percent distribution					
	Males			Females		
	1900	1940	1960[a]	1900	1940	1960[a]
Total	100.0	100.0	100.0	100.0	100.0	100.0
Farm occupations	41.7	21.7	8.1	19.0	4.0	1.7
Farmers and farm managers	23.0	13.3	5.3	5.9	1.2	0.5
Farm laborers and foremen	18.7	8.4	2.8	13.1	2.8	1.2
Nonfarm occupations	58.3	78.3	87.0	81.0	96.0	92.4
Manual occupations	40.7	51.7	53.3	63.1	51.1	39.4
Craftsmen, foremen and kindred workers	12.6	15.5	19.6	1.4	1.1	1.2
Operatives and kindred workers	10.3	18.1	20.2	23.7	19.5	16.2
Laborers	14.7	12.1	7.4	2.6	1.1	0.6
Private household workers	0.2	0.3	0.1	28.7	18.1	7.9
Other service workers	2.9	5.7	6.0	6.7	11.3	13.5
Nonmanual occupations	17.6	26.6	33.7	17.9	44.9	53.0
Professional, technical and kindred workers	3.4	5.8	9.9	8.2	12.8	12.5
Managers, officials and proprietors	6.8	8.6	10.3	1.4	3.3	3.6
Clerical and kindred workers	2.8	5.8	6.8	4.0	21.4	29.1
Sales workers	4.6	6.4	6.7	4.3	7.4	7.8

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[a] The 1960 percentages do not add up to 100.0 because 4.7 percent of the men and 5.8 percent of the women had no occupation listed.

Sources: Gertrude Bancroft, The American Labor Force (New York: John Wiley & Sons, 1958), Table D-2; U.S. Bureau of the Census, 1960 Census of Population: Vol. I, Characteristics of the Population, Part 1, U.S. Summary, Table 201.

Women's Lives in Ancient and Modern Greece

Prepared for Carol Koch
Fairview High School
By Lorraine Gray

Lesson Plan for WmST
Instructor: Lorraine C. Gray
Discipline: English
Grade Level: 10 11 12

Format: Exercise/lecture/slides
Time frame: 45 minutes
Supplementary materials: Exercise (for teacher's use)

GOAL: The purpose of this presentation will be to increase students' knowledge of women's lives in Ancient Greece and to be able to compare their lives with the lives of women in Greece today.

OBJECTIVE 1: Students will gain a general awareness of the pervasiveness of sexism in their own culture as a way of introducing them to the lives of women in Greece.

- A) Students will participate in a Gestalt linguistic exercise.
- B) Instructor will go through the Gestalt Exercise step by step with the class. Duration approximately ten minutes.
- C) Exercise is designed to accomplish the following:
  1. Heighten students awareness about sexism in their own culture.
  2. Make students more receptive to understanding the effects of sexism on the lives of women in Greece. Students may not be used to this kind of technique in the classroom. Because it is something new they may react nervously by giggling or scoffing. Another way in which they may react is by anger or by ridiculing the exercise. Ultimately if these responses are dealt with by the instructer in whatever manner she or he deems appropriate at the time the students will learn something from the exercise. Ways in which teachers may elicit positive responses are:
     1. Assure students that all responses to the exercise are appropriate.
     2. Explain to students that positive changes are occurring regarding sexism in their culture and that they have the power to help insure those changes occur.

OBJECTIVE 2: Students will gain knowledge of women's lives in Ancient Greece.

- A) Instructor will lecture on the lives of women in Ancient Greece.
  1. Legal status: Women were legally children all of their lives. Women moved form the guardianship of their fathers to the guardianship of their husbands.
  2. Social status: Women's primary function was that of childbearer. Women were kept secluded from anyone other than their immediate family except on certain religous occasions because it was thought to be immodest. Marriage was always the preferable status for women.
  3. Daily life: Women's lives were almost entirely comprised of either supervising and/or participating in work done by their slaves. This work consisted of preparing food, hauling water, watching the children, and caring for sick slaves.
  4. In conclusion, women were seldom seen or heard and were valued almost entirely for their ability to bear heirs (male) thus insuring the continuation of the family which was the cornerstone of Grecian life. (Major source- "Goddesses, Whores, Wives and Slaves")

OBJECTIVE 3: Students will gain knowledge of womens' lives in Modern Greece.

A) Instructor will lecture on the lives of women in Greece today (while showing slides if they are available) (Source- "Area Handbook for Greece")

1. Legal status: In 1957 discrimination of women in all professions was declared illegal. In 1966 women were legally insured of equal pay for equal work although in reality this is just slowly coming about.
2. Social status: People's lives in Greece are generally regulated and based on something called "filotimo". This has to do with their concept of an ideal personality which is one of dignity, self-respect, independence, self control and a willingness to fulfill obligations. In women specifically this is expressed as a fear of disgrace and concern for proper condust. It is this fear of disgrace which is thought to have kept women quiet, reserved in the presence of men and in the background at most public events.
3. Daily life: Women in rural Greece still primarily work in the home doing much the same thing as their counterparts did ancient times. They are also expected to help their husbands with light work on their farms. In urban areas many women work in factories in addition to their household duties.
   In rural areas women are seldom seen outside the home; women socialize for the most part if they run into each other while doing household chores. In the city it is acceptable for women to be seen in bars and restaurants.
4. In conclusion: Womens' lives are changing especially in urban areas. Women are gaining increasing advantages in the areas of employment and education. There is even a woman in Parliament, the actress Merlina Mercouri. As factories are beginning to be built in rural areas women there are beginning to move out of the domestic sphere. This should enable them to further widen their horizons. Although women all over Greece still have a long way to go before they gain the equality they deserve.

General Conclusion: Instructor will ask the class for feedback concerning presentation. Some possible ways to elicit responses are:

1. Ask students to draw comparisons between the lives of women in Ancient and Modern Greece.
2. Ask students what they see as the most significant areas of improvement in the lives of women in Greece today.
3. Ask students to give their edeas about how they see the lives of Greek women changing in the future, what kinds of events might keep those changes from occurring?
4. Does anyone in the class have any comments concerning the presentation in general? What about the Gestalt exercise?
5. Tell students that if they think of comments they could let their teachers know.

Bibliography

Herrick, Allison, B. gen ed. "Area Handbook for Greece" American Univ. Foreign Area Studies Washington D.C. American Univ. Press 1970 (modern)

Pomeroy, Sarah B., Goddesses, Whores, Wives, and Slaves- Women in Classical Antiquity (New York: Schocken Books 1975) (ancient)

Putnam, Emily, James, The Lady-Studies in Certain Significant Phases of Her History (Chicago: Univ. of Chicago 1910) (ancient)

Note: Some other possible sources are The Greek Consulate, The Office of Foreign Students at C. u. or the Classics Department at C.U.

Gestalt Exercise: "Experiencing a Different Point of View"
Purpose: To develop students' awareness of sex differences and sexism in their culture.
Directions: Ask students to close their eyes and try to get comfortable while you read the exercise.

1. Imagine that if you are a female you are now a male, and if you are male you are now female- how do you feel different?
2. Become really aware of what being a member of the opposite sex is like. If you do not want to do this that is O.K. but do not say to yourself that you cannot do this, say to yourself that you won't do this and then add whatever words come to you next. By doing it this way you may get some idea of what it is you are avoiding by refusing to do this reversal.
3. If you can imagine what it is like to be a member of the opposite sex is like. think about how your life might be different...what would you do differently now that your sex has changed, how do you feel about these changes? Continue to think about what it is like for awhile...
4. Now change back again and get in touch with yourself again. Silently compare the experience of being yourself with what it felt like to be a member of the opposite sex. What did you experience as a member of the opposite sex that you don't experience now? Were these experiences pleasant or unpleasant?

This exercise is from "Female Psychology-The Emerging Self" by Sue Cox
New York: St. Martins Press, 1981.

Nonsexist Career Choices

Prepared for Rita Kotter
Fairview High School
By Christine Tedesco

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box 325
Boulder, Colorado 80309

Instructor: Christine R. Tedesco
Discipline: Communication
Grade Level: High School
School: Fairview

Format: Lecture/Discussion Exercise
Timeframe: 40 mins. 10 mins. question & answer
Supplementary Materials: Worksheet, Handout.

GOAL: The purpose of this unit is to present young men and women with a variety of career possibilities, while exploring the skills necessary for these jobs and the salary and employment outlooks. This unit is presented from a non-sexist viewpoint with an emphasis on non-traditional careers for women.

OBJECTIVES FOR THIS UNIT:

1. Present students with a method of creatively searching out career possibilities, facilitated through teacher-directed discussion and exercise.
2. Introduce students to a variety of career possibilities, discuss salary prospects, and employment outlooks.
3. Examine non-traditional jobs and incorporate students' personal dream objectives.
4. Present students with vehicles for obtaining career information.

OBJECTIVE 1: Present students with a method of creatively searching out career possibilities, facilitated through teacher-directed discussion and exercise.

1. Students will be given a copy of an exercise called "Dream a Little . . ." (see attached worksheet).
2. Instructor will explain how to do the exercise without presenting any restrictions on the student's Imagination.*
3. Instructor will lead group in a discussion about careers that they choose. Examining any sex bias in the types of careers chosen.

OBJECTIVE 2: Introduce students to a variety of career possibilities, discuss salary and employment outlooks.

1. Instructor will give students an overview of women's new roles in the labor force.

    a. How woman's roles in the family have changed and it's affect on the work world.

    b. Contributing factors to increase in labor force.

        i. rising standard of living, (one salary family no longer a reality.)

        ii. rapid inflation rates

        iii. extra income for children's schooling, luxuries, etc.

        iv. divorce rate, (women need to support themselves and children.)

        v. women's movement, (made it alright for women to work outside of the home.)

    c. Biggest increase in participation of women in the labor force is women 25 - 34 years (Mothers of some of the students.

2. Instructor will present five broad categories of careers for women. Giving a projected employment outlook and the skills necessary for these jobs.

A. Sales Workers

Average Annual Job Openings in Selected Sales Occupations, 1978 - 1990	
Automobile sales workers	10,400
Insurance agents, brokers, & underwriters	30,000
Manufacturers sales workers	21,700
Real estate agents & brokers	50,000
Retail trade sales workers	226,000
Wholesale trade sales workers	40,000

i. Employed primarily in retail trade store, manufacturing, and wholesale firms, insurance companies.

ii. Educational qualification: range from completion of high school, or its equivalent to college degrees with majors in science or engineering.

iii. 1978 - 1990 expected increase of 6.0 million to 7.6 million

iv. Most openings in retail sales.

B. Clerical Workers

Average Annual Job Openings in Selected Clerical Occupations, 1978 - 1990

Bank clerks	45,000
Bank tellers	17,000
Bookkeeping workers	96,000
Cashiers	119,000
File clerks	16,500
Secretaries & stenographers	305,000
Typists	59,000

i. Largest occupational group

ii. Skills range from highly skilled (e.g., title researchers in real estate firms) to unskilled workers such as messengers and file clerks

iii. High school degree or equivalency imperative. Business/office skills important.

iv. Between 1978 - 1990 work force to grow by 16.6 million people

v. Technological advances will have effect on some areas (e.g., billing, payroll, inventory. Not secretaries, however.)

C. Managers and Administrators

Average Annual Job Openings in Selected Managerial and Administrative Occupations, 1978 - 1990

Bank officials and managers	28,000
Buyers	7,400
Health and regulatory inspectors (government)	5,800
Health service administrators	18,000
Hotel managers and assistants	8,900
Personnel and labor relations workers	17,000
Purchasing agents	13,400

i. Professional office employees who run or help run businesses/organizations

ii. All facets: supervision through company policy-making

iii. Require college degree - specific area of study varies (Business Administration and Liberal Arts ranked high with most employers. Engineering or science important in technical areas.)

iv. Job force expected to grow by 21 percent by 1990.

D. Professional and Technical Workers

Average Annual Job Openings in Selected Professional Occupations, 1978 - 1990

Accountants	61,000
Engineers	46,500
Kindergarten & elementary school teachers	86,000
Lawyers	37,000
Life scientists	11,200
Physicians and osteopathic physicians	19,000
Registered nurses	85,000
Social workers	22,000

Average Annual Job Openings in Selected Technical Occupations, 1978 - 1990

Dental assistants	11,000
Drafters	11,000
Engineering and science technicians	23,000
Library technicians and assistants workers	7,700
Medical laboratory workers	14,800
X-ray technicians	

i. Professional: generally require college training with specialized study in specific fields. These include:

- accounting, science, education, engineering, medical practice, economics, nursing, journalism

ii. Other professional occupations do not require a degree:

- art, music, acting, entertainment (emphasis on experience here)

iii. Technical: Some post-secondary training (but not four years of college

iv. Job market for both technical and professional workers expected to grow by 19% (Energy, environmental fields - great!)

E. Craft Workers

Average Annual Job Openings in Selected Craft Occupations, 1978 - 1990

All-round machinists	22,500
Automobile mechanics	37,000
Carpenters	58,000
Electricians (construction)	12,900
Industrial machinery repairers	58,000
Operating engineers (construction machinery operators)	36,000
Painters	26,000
Plumbers and pipefitters	20,000

i. Highly skilled workers (tool & die makers, electricians, auto mechanics, plumbers)

ii. Learn through apprenticeship

iii. Job force expected to grow by 2.4 million people

3. On overhead, briefly discuss salary earning for some of the careers discussed. (See attached transparency.)

OBJECTIVE 3: Examine non-traditional jobs, and incorporate students' personal dream objectives.

OBJECTIVE 4: Present students with vehicles for obtaining career information

A. These organizations disseminate information free or at reasonable rates. Write for information.

1. Business and Professional Women's Foundation
   2021 Massachusetts Avenue, N.W.
   Washington, D.C. 20036

2. Career Information Center
   Butterick Publishing
   New York, New York 10017

3. National Career Information Center
   1607 New Hampshire Avenue, N.W.
   Washington, D.C. 20009

B. Check magazines, guidence councilors or call University of Colorado Career Services at 492-6541 (Don't have to be a CU student to use.

CONCLUSION: As young people you have the greatest of opportunities don't be afraid to dream a little . . .

*Special note: In order for the excercise "Dream a little. . ." to be effective students must trust instructor and feel comfortable with personal disclosure. This excercise may go on as long as students are willing to share. Instructor may want to open up to students to help bring about trust.

Dream a little...

ESTAB Same Loc Since 1931 (44 Yrs)
YOUR RESUME
[illegible]
ANNE TANNERS CO.

[illegible] Demand
FULL PART TIME Men Women
[illegible] course day & evening classes
Open [illegible] Sat 8:30-12:30
[illegible] Owners Free
Brochure, Placement assistance
International Bartenders School
200 W 24 St [illegible] Ave.) WA 4 E225

[illegible]DTOWN SCHOOL OF BUSINESS
[illegible] Ave MU [illegible]0040

Two-Year Program in
COMMUNICATION ARTS
ADVERTISING MAJOR
Comprehensive One Year Program
ADVERTISING WORKSHOP
Free Book "Career in Advertising" Dept G
NEW YORK INSTITUTE OF
ADVERTISING
[illegible]

ABORTION ISN'T
THE ONLY WAY
24 HR. BIRTHLINE
(212) 493-1090

PART TIME JOBS
BURGER KING
Part time positions available.
ALL HOURS (7 AM-1 AM)
APPLY: 170A W 45th ST.
BETWEEN 6th & 7th AVE.
INTERVIEWS MON FRI.
9:30 AM-4:30 PM

[illegible]tels Motels Need
MEN & WOMEN
[illegible] training qualifies you
[illegible] career positions in city hotels,
[illegible] resorts, clubs. Age no barrier
[illegible] by State Education Dept
G.I. Bill Veterans Eligible
Day and Eve Classes
NEW YORK
[illegible] & Motel School
[illegible] (59th St) AL 4 5029

STOP
WASTING TIME!
START MARCH 3
Career Programs from
photography to video tape,
film, camera repair,
medical, etc plus
COMMERCIAL PHOTOG
IN SPANISH
[illegible]
GERMAIN

If you were free and could do any kind of work you wanted. What would it be? Dreaming, and ignoring any possible barriers, write down what you would really like to do. Be as specific as possible.

Close your eyes for two or three minutes. Imagine that you are in the situation or occupation you have named — doctor, lawyer, secretary, homemaker, manager, explorer, engineer, social worker, professor, auditor. Where are you? Describe the setting.

What are you doing? What other people are there? What are they doing? ______

Did you have any special training to get where you are? What skills or abilities are required? ______

What is especially important to you regarding what you are doing? ______

NOTES

1. U. S. Bureau of Labor Statistics, *Occupational Outlook Handbook* (Washington, D.C.: Bovernment Printing Office, 1982), pp. 64-72.

2. A. L. Ferriss, *Indicators of Trends in the Status of American Women* (New York, N.Y.: Russell Sage Foundation, 1979), pp. 16-19.

3. Thelma Kandel, *What Women Earn* (New York, N.Y.: Linden Press/Simon and Schuster, 1981), pp. 52-54.

4. U. S. Department of Labor, *Job Options for Women in the '80's* (Washington, D.C.: Government Printing Office, 1981), pp. 23-31.

5. Judith Sosebec Prince, Gordon Porter Miller, Nelle Tumlin Scholz *How To Decide: A Guide for Women* (Princeton University: Education Testing Service, 1980), p. 16.

Nonverbal Communication

Prepared for Janet Butterfield
Jr/Sr High (Greeley)
By Peggy Wallin

WS-304 Curriculum Unit
Winter 1983
Instructor: Peggy C. Wallin
Discipline: Nonverbal Communication
Grade Level: High School - Jr/Sr

Cooperating Teacher: Janet Butterfield

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box 325
Boulder, Colorado 80309

Format: Lecture, Disscussion & Exercises
Time Frame: 3 Class periods/ 40 minutes each
Supplementary: Handouts and Quotes

1. Quiz on Women & Work
2. How to Tell a Businessman from a Businesswomen
3. 50 Women from Earth History
4. Teacher Stereotyped Expectations
5. Color Chart
6. Dominance/Submission Quiz
7. "Men As Money Objects," Quote
8. "Exercises For Men Chart
9. Body Touching Chart
10. Asymmetrical Nonverbal Cues

GOAL: The purpose of this curriculum unit is to make the student aware of the power in Nonverbal Communication behaviors and the fact that the power lies with males and therefore upholds the oppression of women.

OBJECTIVES:

I. The student will become aware of sexism in the Business and Educational spheres.

II. The student will have definitions for Communications and Nonverbal Communication.

III. The student will become aware of the power of Proxemics and how it helps maintain sex role stereotyping.

IV. The student will become aware of the power in the Nonverbal behavior of facial expression (specifically Smiling) and how it helps maintain sex role stereotyping.

V. The student will become aware of the power in the Nonverbal behavior of eye contact (specifically Staring and Gaze Aversion) and how it helps maintain sex role stereotyping.

VI. The student will become aware of the power in the Nonverbal behaviors of touch and touching and how they help maintain sex role stereotyping.

VII. The student will have some basic ideas of how to combat the power of these Nonverbal behaviors in order to create sex roles where dominance and submission are not specifically male and female.

OBJECTIVE I - The student will become aware of sexism in the Business and Educational spheres.

A. Business Sphere

1. Administer "A Woman's Place Is..." Quiz and discuss answers. The student's answers will most probably show preconceived and wrong information regarding women in the labor force.

2. Handout: "How to Tell A Businessman From A Businesswoman." This handout shows how words describe the activities of men and women in business differently with a definite slant against women. Have each student read one line and discuss.

3. Explain the above are part of the easily identifiable business and economic facts that show sexist attitudes very clearly. Mention the 57¢ that women receive for every $1.00 that men receive as wages. Also mention that a female college graduate will probably make less than a male high school graduate.

B. Educational Sphere

1. Discuss women and history and the fact that great women have mostly been left out of male written history. Ask class to name 50 women from Earth history; write names on chalk board. Chances are they will not be able to identify 50 women. Provide a handout with the names of 50 women from history. Discuss any of the women that stand out to them. Point out specifically: Abigail Adams, Catherine Greene and George Elliot and George Sand.

2. Quote Abigail Adams' statement of revolutionary rhetoric:

> If particular care and attention is not paid to the ladies, we are determined to forment a rebellion and will not hold ourselves bound by any laws in which we have not voice or representation. 1

3. Handout: Teacher Stereotyped Expectations in adjective use. Discuss how expectations affect individual performance.

C. The Effects of Sexism on Men

1. This section is to specifically point out that although this presentation will focus more on women, sexism also affects men in deadly ways.

2. Quote: "Men As Money Objects." (See Attachments)

3. Discuss life expectancy statistics: Men live 8 years less than women.

4. Discuss high anixety and alienation statistics on men.

5. Discuss career lockin.

6. Discuss a male's family life: the 12 minute fathers.

OBJECTIVE II - The student will have definitions for Communications and Nonverbal Communication.

A. Defining Communication

1. Write on the chalk board: Communication is the act of transmitting or giving, or the exchange of information, signals or messages by talk, gestures, or writing.

2. Explain briefly some of the types of communication studies:

   a. Interpersonal - between people
   b. Organizational - in Business
   c. Small Groups - in Business and therapy; any task
   d. Mass Communication - radio, TV, electronic media
   e. General Semantics - the nature of language
   f. Rhetorical - the study of speeches and writings
   g. Nonverbal - non-spoken communication

3. Write on the chalk board: Basic Premise of Communication studies: the impossibility of not communicating. One cannot, not communicate. Use example of not speaking to someone who has made you angry. Ask the students what is clearly being communicated: the fact that you are indeed angry.

B. Defining Nonverbal Communication

1. Write on the chalk board: Nonverbal communication is all human communication events which transcent spoken or written words.

2. Explain briefly some of the types of Nonverbal Communication; write on board.

   a. Artifactural - objects, architecture, physical appearance, dress and colors. Give handout on color chart.
   b. Proxemics - personal space, territory, how space is used.
   c. Kinesics - physical/body motion/behavior.
   d. Gestures - touch/touching, facial, eye behavior.
   e. Paralanguage - vocal cues

3. Describe what some Nonverbal behaviors can do:

   a. repeat - say, "Go North," and also point north.
   b. contradict - "Of course I love you!" said with anger.
   c. substitute - Monday morning people who come in with a "I had a great weekend!" written all over their faces.
   d. complement - reflecting an attitude of embarrassment when talking to a teacher about a poor performance on a class assignment.
   e. accent - saying "No." and shaking head.
   f. regulate - the flow of a conversation; the way one person stops and another starts just at the right times.

4. Quote E.T. Hall, pioneer in Nonverbal communication:

> "Those of us who keep our eyes open can read volumnes into what we see going on around us." 2

C. Connections

1. We will be focusing on:

   a. proxemics, or personal space;
   b. facial behavior and eye contact, and
   c. touch and touching.

   in relation to sex roles, power and dominate and submissive behavior.

2. Give out handout/quiz on behaviors of dominance and submission. Explain to students it is a learning experience and wrong answers are ok. Ask them to put their names on so they may be collected and checked and given back the next day for class discussion.

OBJECTIVE III - The student will become aware of the power of Proxemics and how it helps maintain sex role stereotyping.

A. Defining Proxemics

1. Write on chalk board: Proxemics is the use of space between and among people.

2. There are two areas to explore: 1) the space bubble we carry with us and 2) our body demeanor/movements.

3. Exercise: Freeze Frame. Ask three students to sit in front of class. Ask other students to freeze in the position they are. Findings, verified by the three students in the front will be that males take up more space than females.

3. Point out the following:

    a. Women cross legs; keep elbows to sides.
    b. Men have larger personal space bubbles than women do.
    c. Control of greater territory and personal space is a behavior associated with dominance, high status, and males.

B. Zoning Restrictions

1. Write on chalk board:

Intimate Distance	0 - 6 inches
Personal Distance	1½ - 2½ feet
Social Distance	4 - 7 feet
Public Distance	12 - 25 feet [3]

Discuss with students what kinds of activities is done within each zone.

C. Defining Territoriality

1. Territoriality is the tendency of organisms to own space. It is a biological propensity (inclination, bias, tendency) to possess space.

2. Territoriality is one of the most influential factors in interpersonal communication.

3. Territoriality always provides a biological advantage to the possessor .

4. Territory is related to position in the social hiarchary.

5. The power of spacious possessions: Males have higher status items such as: cars, planes, boats, and extra houses. At work they have roomier offices, private entrances or elevators, washrooms and the best picture window views. At home they have comfortable dens in contrast to women's sewing room being a converted kitchen or living room.

7. Again, Territoriality has come to mean behavior characterized by identification with an area in such a way as to indicate ownership and defense of this territory against those who may "invade" it.

6. Three types of territory are:

    a. primary - clearly the exclusive domain of the owner; such as one's bedroom.
    b. secondary - not as central to one's daily life; such as a neighborhood bar or hangout.
    c. public - available to anyone for temporary ownership; such as beaches, parks, and seats on public transportation. [4]

D. Defining Invasion of Territory

1. There are three types of encroachment, or invasion: (Write on chalk board.)
    - a. violation - unwarranted use of another's territory; for example staring when eating; loud talking which is distracting; taking 2 seats up with one body.
    - b. invasion - more of an all-encompassing and permanent attempt to take over another's territory; for example armed invasion of a country or changing someone's den into a sewing room!
    - c. contamination - defiling with what we leave behind; for example in motels/hotels, parks, and such. Current Smokey the Bear commercial showing bear family having a picnic in human's yard and leaving a mess.[5]

2. The gender problems of dominance and submission come into play with invasion of one's territory.

    - a. Femininity for females is gauged by how little room they take up, while men's masculinity is judged by their expansiveness and strength of thier gestures.
    - b. What space women do have is violated more than men's is.
    - c. Statistics show that women move to accommodate others more often. This is where the superior/subordinate pattern emerges.
    - d. Body height also plays a role. Women are mostly short while men are mostly tall; height gives the advantage to men.

    - e. Suggest that the women students try not to move out of another's way and see what happens. Suggest they do this for the rest of the day and come prepared to talk about their experiences tomorrow.

    - f. Suggest that both female and male students invade other people's space during the remainder of the day, and come prepared to talk about their experiences tomorrow.

E. Exercise to demonstrate restrictive female body demeanor.

1. Do "Exercises for Men." Ask for three male volunteers. These exercises will make the men appear a bit foolish so prepare volunteers for this.

2. Discuss how the men felt. Discuss how women feel about these movements which are everyday to them.

OBJECTIVE IV - The student will become aware of the power in the Nonverbal behavior of facial expression (specifically smiling) and how it helps maintain sex role stereotyping.

A. Facial expression has long been the major consideration in the expression of emotions and in detecting deception and has probably a longer history of scientific study than other nonverbal behaviors.

B. Facial expression can be the first signal sent, after gender. Question students about what they notice about a person first. (It will be interesting to notice in the high school age student that the young men will chuckle at this question because their answers will be somthing like, breasts, legs, etc. but they won't state this out loud. The young women will most likely refer to eyes and smiles.)

C. Smiling

1. Ask students who smiles more: females or males and why they think so.

2. Point out that men are told very early on that it is not manly to cry while women are told early on that frowning isn't pretty and that they should smile. This is the very basic start of sex role stereotyping.

3. Point out that statistics and studies show women do indeed smile more but that it is not because as most think due to the fact that men simply show their emotions less. Women smile for appeasement purposes; they being in the subordinate postion are looking for cues from the superior male. This is directly connected to the dependency aspect.

D. Summary

1. The face is a multimessage system. It can communicate the following:

   a. personality
   b. interest or feedback during an interaction, and
   c. emotional states.

OBJECTIVE V - The student will become aware of the power in the Nonverbal behavior of eye contact (specifically Staring and Gaze Aversion) and how it helps maintain sex role stereotyping.

A. Some basics about eye contact:

1. Quote: "Eyes are the mirror of the soul..."
2. Eyes are important in our evaluation of others and in giving feedback.

3. Eye contact is an invitation to, or indication of intimacy. Talk about the term "bedroom eyes." Direct students to check out magazine ads for eye makeup.
4. Point out that the higher a person's status, the less looking one has to give others, and vice versa. The lower a person's status the more looking s/he does. They are checking for cues to what the superior wants.

B. Staring

1. Talk about the term "staring someone down." What does this term mean to the students?

2. Exercise: Pair off. Stare at each other. Question students reactions and feelings. Did they feel nervous? Uneasy? Time how long it takes before they break up in nervous laughter.

3. Point out that the stare is an agressive action. It is also an aversive stimulus. People gaze away from a stare.

4. Cultural Differences in Eye Contact:

   a. Gazing away is sometimes considered rude when a person is speaking to another, but, in Black, Hispanic and Japanese cultures it is not considered a sign of rude disinterest but a show of respect to look away from a person.

C. Gender Differences in Eye Contact

1. Women engage in more eye contact than men and again it is a sign of approval seeking due to dependency.

2. In Gaze Aversion, women avert their eyes more easily than men, but men never stare at other men. Question male students why this is so. The ensuing nervous laughter will indicate their homophobia if they do not just come out and say it. Briefly define homophobia.

3. QUOTE: This will allow smooth transition into the topic of touch and touching.

   "In a society in which women's clothing is designed explicitly to reveal the body and its contours; in which women are ogled, whistled at, and pinched while simply going about their business; in which they see advertisements in magazines, on billboards, on TV in their own homes, showing revealingly clad women; in which tactual information about them is freely available, their bodies accessible to touch like community porperty; in which even their marital status is the first information by which a stranger identifies them——in such a society it is little wonder that women feel "observed." They are."6

OBJECTIVE VI - The student will become aware of the power in the Nonverbal behaviors of touch and touching and how they help maintain sex role stereotyping.

A. We do it—touch and touching— but we don't talk about it.

B. Here in the United States we are obsessed with apologizing for touching each other.

C. The skin is the largest sensory organ and touch is one of the basic survival needs which without we will die. An example is Harlow's famous Surrogate Mother Experiment with monkeys. Ask students if any have heard of experiment; some may have had in basic Psychology courses. If not, explain.

D. Touching gives encouragement. Cite parenting studies regarding the touch received by baby girls verses baby boys. Baby boys are touched less beginning anywhere from 6 to 14 months old. [7]

E. Power in Touch and Touching

1. People of superior status (ie. the boss) touch inferior status people (ie. the worker) more often. Older people more often touch younger people.

2. Cultural Differences - Use the example of India's "untouchables." An entire caste (class) of people who are considered untouchable.

3. Men touch women more than women touch men. Write on chalk board:

Men touch women	42%	
Women touch men	25%	
Women touch women	17%	
Men touch men	17%	[8]

4. Give out Handout and discuss who touches who in regard to family members and opposite sex friends verses same sex friends.

5. Results: Men get less touching. Re-emphasize the need for touch or the resulting worst: death.

6. Possession tactics: Discuss hand holding and arms around each other at parties and the possession aspect of he is mine——she is mine.

7. Types of touches:
   a. pat
   b. stroke
   c. squeeze
   d. brush
   Ask students to describe when the above may be used; in what types of situations.

8. Meanings assigned:

   a. playfullness
   b. warmth/love
   c. functional/professional
   d. social/polite
      1. mention here the handshake.
      2. is it a masculine or feminine gesture — has become both.
      3. Use example of First Female American Astronaut: Sally Ride, will she get a handshake when she emerges from the Shuttle or a hug and a kiss???
   e. friendship
   f. pleasantness
   g. sexual desire

OBJECTIVES VII - The student will have some basic ideas of how to combat the power of these Nonverbal behaviors in order to create sex roles where dominance and submission are not specifically male or female.

A. Review the Dominance/Submissive Questionnaire.

B. Give out handout regarding asymmetrical nonverbal cues.

C. Review what has been discussed.

   1. Power in Nonverbal communication behaviors.
   2. Dominant and submissive roles equal oppression.
   3. New Knowledge allows us to change. These are learned behaviors therefore they can be unlearned.
   4. Remember basic rule: One cannot not communicate.
      Nonverbal is a major part of our everyday lives.
      Nonverbal messages often over-ride verbal messages.

D. Suggestions for change.

   1. Women, stop smiling unless you mean it.
   2. Women, stare people in the eye when appropriate; don't look away so much.
   3. Women, address other people by their names.
   4. Women, initiate touching more.
   5. Men, stop invading women's space.
   6. Men, start smiling more; display more emotions. It is ok. We know you have them so let them out. It will be better for us all in the long run.
   7. Men, confide in other men; send other men gestures of support.
   8. Men, condense your bodies.
   9. Both sexes, be more honest with yourselves and others.
   10. Both, be more accepting of assertive behavior in others.
   11. Both, have more self respect.
   12.. Both remember cultural differences.
   12. Both, be neither just dominate or just submissive!

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FOOTNOTES

[1] Casey Miller and Kate Swift, *Words and Women: New Language in New Times* (New York: Anchor Books, 1977), p. 32.

[2] Mark L. Knapp, *Nonverbal Communication in Human Interaction* (New York: Holt, Rinehart and Winston, 1978), p.1.

[3] Nancy M. Henely, *Body Politics: Power, Sex and Nonverbal Communication* (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977) p. 32.

[4] Knapp, pp. 115-116.

[5] Knapp, p. 117.

[6] Henley, p. 167.

[7] Rhoda K. Unger, Female and Male: Psychological Perspectives (New York: Harper & Row, Publishers, 1979), p. 172.

[8] Henley, p. 114.

SUPPLEMENTARY ATTACHMENTS

1. What percentage of women in the United States are in the salaried labor force?

   a. 20% b. 35% c. 55% d. 75%

2. Why do most women work:

   a. to get out of the house
   b. they need the money
   c. to buy extras
   d. to develop careers

3. The average married woman is likely to work outside the home for:

   a. 3 years b. 5 years c. 15 years d. 25 years

4. The average unmarried woman is likely to work outside the home for:

   a. 45 years b. 30 years c. 60 years d. 25 years

5. What percentage of girls in high school today can expect to be part of the salaried labor force?

   a. 70% b. 90% c. 60% d. 50%

6. Roughly what percentage of American familes today consist of a father who works and a mother who stays home to raise the children?

   a. 87% b. 7% c. 67% d. 27%

Adapated from "Quiz on Women in the World of Work," and "A Woman's Place Is..." from Sadker and Sadker's Sex Equity Handbook for Schools. Pages 29-31 and 171-172

HANDOUT XXII

HOW TO TELL A BUSINESSMAN FROM A BUSINESSWOMAN

A businessman is dynamic; a businesswoman is aggressive.

A businessman is good on details; she is picky.

He loses his temper; she's bitchy.

He's a go-getter; she is pushy.

When he's depressed, everyone tiptoes past his office; when she's moody, it must be her time of the month.

He follows through; she doesn't know when to quit.

He's confident; she is stuck up.

He stands firm; she's hard as nails.

He has the courage of his convictions; she's stubborn.

He is a man of the world; she's been around.

He can handle his liquor; she's a lush.

He isn't afraid to say what he thinks; she's mouthy.

He's human; she's emotional.

He exercises authority diligently; she is power mad.

He is close-mouthed; she is secretive.

He can make quick decisions; she's impulsive.

He's a stern taskmaster; she's hard to work for.

He climbed the ladder of success; she slept her way to the top.

50 WOMEN FROM EARTH HISTORY

Ishtar - The Great Goddess, "The Giver and Taker of Life," Mesopotamia.
Lilith - Apochryphal, Adam's First Wife, Hebrew
Hatshepsut - 1503-1482 BC, Great Ruler, Egypt
Tamar - Biblical, Christ's ancestors; considered whores and connivers when in reality
chab - they were brave women who played crucial parts in history.
Ruth
Boadaceia - 1st C AD, Celtic Ruler who waged war against Nero's Roman troops.
Eleanor of Aquitaine - 1822-1204, English, went on Crusades with second husband Henry 8th.
Mary Wollstonecraft - 1759-1797, English, author of "Vindication of the Rights of Women (1792)
Mary Wollstonecraft Shelley - 1797 - 1851, English - Author of Frankenstein (1818), considered the Mother of Science Fiction.
Anne Hutchinson - 1591-1643 - U.S., Religious freedom fighter.
Sacajawea - 1787-1812 - Native American, Shoshone, Guide for Lewis & Clark Expedition.
Caroline Herschel - 1750-1848 - Astronomer, 1st woman to discover a comet. German
Elizabeth Cady Stanton - 1815-1902 - political activitist, author of The Woman's Bible (1895) U.
Elizabeth Blackwell - 1821-1910 - 1st woman doctor. U.S.
Margaret Sanger 1879-1966 - U.S. Birth Control Pioneer.
Ethel Smyth - 1858-1944 - English, Composer.
Abigail Adams - 1744-1818 - U.S. Revoluntionary feminist.
Catherine Greene - 1731-1794 U.S. Discoverer of the Cotton Gin.
Angelina and Sarah Grimké - U.S. 1805-1879, 1792-1873 - 1st women to speak publicly against slavery in the South.
Inshita Theumba (Bright Eyes or Susette LaFlesche Tibbles) Native American, Omaha, 1854-1903, Spokeswoman for the Native Americans, lectures helped pass act which gave Native Americans citizenship rights in U.S.
Mary Shadd Cary - 1823-1893 - U.S. 1st Black woman to edit a newspaper.
Ida B. Wells - 1862-1931 - U.S. Black journalist who exposed lynching practices in the South.
Sojourner Truth - 1797-1883 - U.S. Black spokeswoman.
Harriet Tubman - 1820-1913- U.S. Black freedom fighter; via 19 trips as a "conductor" on the Underground Railroad, freed some 300 people. Also only woman named General in Civil War.
Jane Addams - 1860-1935 - U.S. Social Services pioneer.
Marie Curie - 1867-1934 - Poland/France - discovered radium and radioactivity and its elements. Chemist. Awarded 2 Nobel Prizes: Physics and Chemistry.
Charlotte Perkins Gilman - 1860-1935 - U.S. Early Radical Feminist - Economist.
Mary Jones - 1830-1930 - U.S. Union Organizer "Mother Jones" of the magazine.
Emma Goldman - 1869-1940 - U.S./USSR - Revolutionary, called "Mother of Anarchy," Mother Earth" of the magazine.
Dorothea Lange - 1805-1965 - Photographer, U.S. Photos of migrant agricultural workers brought attention to their plight.
Emily Dickenson - 1830-1886 - U.S. considered America's greatest poet.
Anne Bradstreet - 1612-1672 - English - 1st Published U.S. poet. (1650)
Phillis Wheatley - 1753-1784 - African - 1st U.S. Black woman poet.
Jane Austen - 1775-1817 - English - 1st major female novelist.
George Sand - 1804-1876 - France - (Aurore Dupin) Most prolific woman writer in the history of literature. Wrote 120 books.
George Elliot - 1819-1880 - English - (Mary Anne Evans) Major novelist.
Virginia Woolf-1882-1941 - English - Major novelist
Gertrude Stein - 1874-1946 - U.S. Avant-garde writer/novelist.
Willa Cather - 1873-1947 - U.S. Major American Novelist.
Edna St. Vincent Millay - 1892-1950 - U.S. Major American poet and dramatist.
Billie Holiday - 1915-1959 - U.S. Blues Singer
Isadora Duncan - 1878-1927 - U.S. Avant-garde dancer.
Dame Edith Evans - 1888-1976 - English - Shakespearean Actor
rah Bernhardt - 1844-1923 - French - Consider greatest female actor.
na Mary Robertson Moses - 1860-1961 - Artist - "Grandma Moses," didn't start painting until she was 70-some years old.
Pearl Buck - 1892-1973 - U.S. - American writer with Pulitzer Price and Nobel Prize in literature
Anna Louise Strong - 1885-1970 - U.S. Journalist/Author/Editor of "Letters from China"

TEACHER STEREOTYPED EXPECTATIONS:

Adjectives Describing Good Female Students:	Adjectives Describing Good Male Students:
appreciative	active
calm	adventurous
conscientious	aggressive
considerate	assertive
cooperative	curious
mannerly	energetic
poised	enterprising
sensitive	frank
dependable	independent
efficient	inventive
obliging	
mature	
thorough	

From Sadker and Sadker's Sex Equity Handbook for Schools, page 99.

—*RED*, energy, strength, courage
—*BRICK RED*, anger
—*DEEP RED*, sensuality
—*CRIMSON*, loyalty
—*PINK*, cheerfulness, optimism
—*ORANGE*, joy, vitality, balance of mental and physical
—*YELLOW*, wisdom, creativity, spiritual
—*GREYISH YELLOW*, fear
—*GREEN*, ingenuity, compassion, growth
—*PALE GREEN*, healing power
—*GRAYISH GREEN*, pessimism, envy
—*PURPLE*, spiritual power
—*ORCHARD*, idealism
—*WHITE*, highly spiritual, rarely seen

From Mariechild's Womancraft, page 19.

BEHAVIORS OF DOMINANCE	BEHAVIORS OF SUBMISSION	NEITHER DOMINANT NOR SUBMISSIVE	BEHAVIOR
____	____	____	1. Staring
____	____	____	2. Lowering Eyes
____	____	____	3. Interrupting
____	____	____	4. Frowning
____	____	____	5. Smiling
____	____	____	6. Cocking Head (Tilting)
____	____	____	7. Pointing
____	____	____	8. Yielding (Moving out of the way of a person)
____	____	____	9. Cuddling to the touch
____	____	____	10. Averting gaze
____	____	____	11. Taking up a large amount of space
____	____	____	12. Initiating touch
____	____	____	13. Stop talking (allowing another person to interrupt)
____	____	____	14. Crowding another's space
____	____	____	15. Blinking
____	____	____	16. Holding head erect or forward (chin-up position)

Adapted from Henley's work in nonverbal communication.

MEN AS MONEY OBJECTS

If women have been dehumanized by being treated as sex objects, men have gone through a similar dehumanization by being treated as money objects. The phenomenon of measuring a man's masculinity by the size of his paycheck is reflected in our language. Did you ever think of men as fish? Don't dismiss the idea too quickly. Maybe you've heard a story like this one!

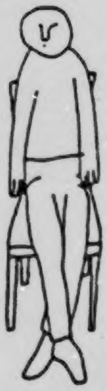
Women cast their lines into the sea of matrimony in hopes of hooking a man. They bait their hooks, and at the appropriate time, they reel in their man. If he has a limited career goal and low economic potential, they toss him back. After all, there are plenty of fish in the sea. However, when they reel in a potential doctor or lawyer or tycoon, then that is a good catch.

From Sadker and Sadker's Sex Equity Handbook for Schools, page 233.

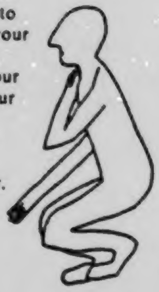
From Henley's Body Politics, pp. 143-4.

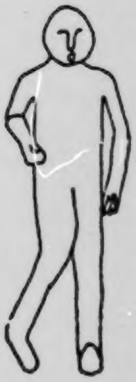
Exercises for Men

1. Sit down in a straight chair. Cross your legs at the ankles and keep your knees pressed together. Try to do this while you're having a conversation with someone, but pay attention at all times to keeping your knees pressed tightly together.

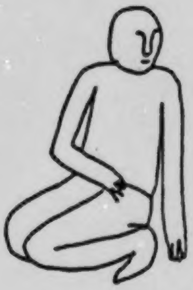


2. Bend down to pick up an object from the floor. Each time you bend remember to bend your knees so that your rear end doesn't stick up, and place one hand on your shirtfront to hold it to your chest. This exercise simulates the experience of a woman in a short, low-necked dress bending over.

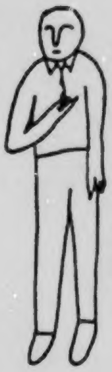




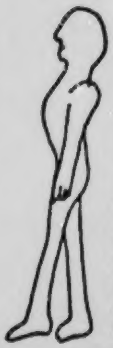
3. Run a short distance, keeping your knees together. You'll find you have to take short, high steps if you run this way. Women have been taught it is unfeminine to run like a man with long, free strides. See how far you get running this way for 30 seconds.



4. Sit comfortably on the floor. Imagine that you are wearing a dress and that everyone in the room wants to see your underwear. Arrange your legs so that no one can see. Sit like this for a long time without changing your position.



5. Walk down a city street. Pay a lot of attention to your clothing; make sure your pants are zipped, shirt tucked in, buttons done. Look straight ahead. Every time a man walks past you, avert your eyes and make your face expressionless. Most women learn to go through this act each time we leave our houses. It's a way to avoid at least some of the encounters we've all had with strange men who decided we looked available.



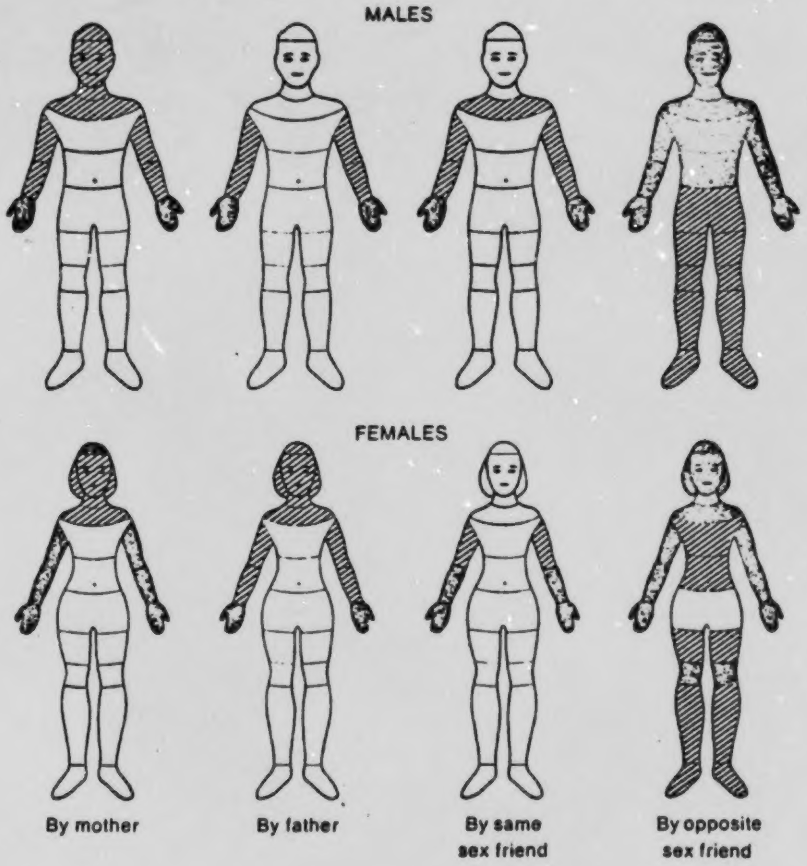
6. Walk around with your stomach pulled in tight, your shoulders thrown back, and your chest thrust out. Pay attention to keeping this posture at all times. Notice how it changes your breathing. Try to speak loudly and aggressively in this posture.

Willamette Bridge / LNS

FROM Smith and Williamson's Interpersonal Communication, page 269.

THE BODY AS TOUCHED BY OTHERS

A study conducted by Sidney Jourard revealed that certain areas of the body are touched more frequently than other areas according to the sex and relationship of the people involved.[36] This chart shows the percentage of respondents (based on 168 males and 140 females questioned) who reported being touched in given body areas by mother, father, same sex friend, and opposite sex friend.



☐ *Indicates 0-25% reported being touched in that area by the relevant person.*
☐ *Indicates 26-50% reported being touched in that area by the relevant person.*
▨ *Indicates 51-75% reported being touched in that area by the relevant person.*
▒ *Indicates 76-100% reported being touched in that area by the relevant person.*

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36. Jourard, "Out of Touch," pp. 660–62. See also Sidney Jourard, "An Exploratory Study of Body-Accessibility," *British Journal of Social and Clinical Psychology* 5 (1966): 221–31.

ASYMMETRICAL NONVERBAL CUES

Cues	Superior (male)	Subordinate (female)
Eyes	Look or stare aggressively Look elsewhere while speaking	Lower eyes, avert eyes, look away, blink Watch speaker while listening
Face	No smile or frown Impassive, not showing emotions	Smile Expressive facial gestures, showing emotions
Posture Bearing	Relaxed, more body lean Loose legs, freed arms, non-circumspect positions	Tense, more erect Tight, legs together, arms close to body
Gestures	Larger, more sweeping, forceful, such as pointing	Smaller, more inhibited
Touch	Touches other	Does not touch other or reciprocate touch, cuddles, or yields to the touch
Use of space	Expands, uses more space	Condenses, contracts, takes a little space as possible
Distance	Maintains larger envelope of space Closer Approaches closer, crowds Cuts across other's path Walks into other's path	Maintains smaller envelope of space More distant Approaches more distant, retreats, yie Gives way Moves out of the way
Clothing	Loose, comfortable	Constraining, formfitting

Source: Some of the material in this table was suggested by Nancy Henley, "Examples of Some Nonverbal Behaviors with Usage Differing for Status Equals and Nonequals, and for Women and Men, "Siscom '75: Women's (and Men's) Communication, ed. Barbara Eakins, Gene Eakins, and Barbara Lieb-Brilhart (Falls Church, Va.: Speech Communication Association, 1976), Table 1, p. 39; and Henley, "Gestures of Power and Privilege. Examples of Some Nonverbal Behaviors with Usage Differing for Status Equals and Nonequals, and For Women and Men, "Body Politics: Power, Sex, and Nonverbal Communicatio (Englewood Cliffs, N.J.: Prentice-Hall, 1977), Table 5, p. 181.

Nonsexist Childrearing Methods

Prepared for Karen Fentiman
Greeley Central High School
By Diane Griffith

Curriculum Design Project
Women Studies Program
University of Colorado
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Boulder, Colorado 80309

WS 304 Curriculum Unit

Spring, 1983
Diane Griffith

Discipline: Social Studies/Courtship and Marriage

Unit Subject: Nonsexist Childrearing Practices

Grade Level: High School: Junior/Senior Students

Cooperating Teacher : Ms. Karen Fentiman
Greeley Central

Format: Lectures/Discussions
Written Exercises

Time Frame: Four - One Hour Class Sessions

Supplementary Materials:

1. Pre-Inventory For Nonsexist Childrearing Unit Instrument
2. Nonsexist Childrearing Fact Sheet
3. Lecture Notes: Socialization and Term Definitions
4. Short Story: "X: A Fabulous Child's Story," by Lois Gould
5. Homework Assignment: Finding Sexist Examples in different forms of Media
6. Post Test

Goal:

The purpose of this unit is to increase the students' awareness and knowledge of philosophies, purposes, and practices of nonsexist childrearing methods.

Objectives:

1. The students will be able to define the following terms: socialization, sex roles, and stereotyping.
2. The students will be able to define and relate the following terms to nonsexist childrearing practices: sexism, patriarchy, femininity, masculinity, feminism, nonsexist childrearing, and parent.
3. The students will be able to recognize different stereotypic sex roles in different mediums of socialization.
4. The students will be able to recognize how parents can influence their children's socialization through different nonsexist childrearing methods.

Objectives:

1. The student will be able to define the following terms: socialization, sex roles, and stereotyping.

The students will be able to define these terms in relation to their own lives after:

A. They have participated in a teacher directed discussion, in which they analyze where they are in their educational, occupational expectations, and personal lives; i.e. 1) What classes have they taken in high school and why? 2) What do they hope to do when "they grow up," what career expectations do they have and why? 3) What do they choose to do in their spare time, extra-curricular activities, hobbies, and other interests and why?

B. The terms socialization, sex roles (both traditional and non-tradtional) and stereotyping are intorduced into the discussion. The students are asked their concepts of these terms and how these terms interplay with their own lives; i.e. Are the students taking classes, participating in certain sports and extracurricular activities, and have definite career expectations because of their own socialization, sex roles acceptance, and stereotyping?

C. Working definitions are developed for the terms socialization, sex roles, and stereotyping and the students are also aware of how these terms have affected their own lives.

2. The students will be able to define and relate the following terms to nonsexist childrearing practices: sexism, patriarchy, femininity, masculinity, feminism, nonsexist childrearing, and parent.

The students will be able to define and relate these terms to nonsexist childrearing methods after:

A. They have taken page one of the Pre-Inventory (entire Inventory should be taken/completed at this time). The students will define the terms from their own existing knowledge.

B. After completion, the students' definitions will be discussed and refined into exact definitions for further work with the remainder of the unit.

3. The students will be able to recognize different stereotypic sex roles in different mediums of socialization.

The students will be aware of and recognize different stereotyping sex roles and socialization techniques after:

Objectives:

3. Continued:

A. They have completed their homework assignment, which is to find 3 - 5 examples of sex roles and/or sexist attitudes, assumptions and/or roles, rewriting the examples or changing them to be nonsexist; i.e. Using a T.V. commercial which portrays a sexist situation, a computer game commercial in which a boy is playing and in control of the game and situation with his little sister sitting aside and watching.

4. The student will be able to recognize how parents can influence their children's socialization through different nonsexist childrearing methods.

A. The students after completing the entire Pre-Inventory instrument and after evaluating the statistics provided from the instrument will start to examine the parents' actual role in childrearing.

B. The short story " X: A Fabulous Child's Story" will be read and discussed and examined for nonsexist examples and how they compare and differ from childrearing methods that are considered traditional.

C. A lecture and class discussion on information from Letty Cottin Pegrebin's book will be used to complete the unit, including some individual case studies.

PRE-INVENTORY FOR NONSEXIST CHILDREARING UNIT

NAME ______________________________

class time:

DEFINITIONS: Briefly define or describe what these terms mean to you.

1. SEXISM:

2. PATRIARCHY:

3. FEMININITY:

4. MASCULINITY:

5. FEMINISM:

6. FEMINIST:

7. NONSEXIST CHILDREARING:

8. PARENT:

ATTITUDES/ASSUMPTIONS:

1. I would like my first child to be a ________________ because:

2. Your baby is 24 hours old; tell the sex and describe your baby. Does s/he resemble either of the parents?

3. For a baby shower present your mother-in-law has given you a hundred dollar gift certificate for the local store for Babies and Toddlers. You need everything necessary for setting up a nursey. What will you buy? Describe the items, what colors, what materials, ruffles, checks, etc.

4. Your child is walking now what kind of clothes would you dress s/he in for a-stay-at-home day of play? What types of toys have you provided you child to play with?

5. As a parent you are concerned about the future of your child. What do you envision, forsee, expect your child's education and career plans to include?

TRUE/FALSE:

NOTES:

TRUE/FALSE TEST SECTION FOR THE PRE- INVENTORY:

The following statement should be read to the students, they in turn should respond by answering either T/true, F/false.in the proper section of the instrument.

1. It is all right for little boys to cry.
2. It is all right for little girls to cry.
3. Being a nurse is a good job for a woman.
4. Being a nurse is a good job for a man.
5. Boys can be good babysitters.
6. Women can be good firefighters.
7. It's all right for boys to play with dolls.
8. It's all right for girls to play football..
9. Girls are smarter than boys.
10. Boys are smarter than girls.
11. Girls are better than boys in helping and cooking in the kitchen.
12. Boys are better than girls in helping and fixing things around the house.
13. Fathers should be the 'boss' of the household and should have the final word when family disputes occur.
14. It is all right for a boy to take ballet lessons.
15. It is all right for a girl to take karate lessons.
16. Men should be emotionally stronger and tougher than women.
17. It is all right for your father to stay home as a homemaker if it is what he chooses to do.
18. Changing diapers is the mother's responsibility.
19. Women make better elementarty school teachers than men because they are more patient with children.
20. A woman will never be truly satisfied until she has been a wife and a mother.
21. Fathers should come home earlier to spend more time with their children.
22. It is more important for a boy to get a college education than it is for a girl.
23. Girls are more emotional than boys.
24. Boys should never hit girls, ever.
25. It's all right for boys to use rough language sometimes but it is never permissible for girls.
26. Althletics are more important for boys than for girls.
27. It is more acceptable for a boy to be ambitious than it is for a girl.
28. Men and women should be paid equal wages for equal work.
29. There have been fewer great women writers, artists, musicians, and scientists because on the whole women have less creative and intellectual ability than men.
30. A man's main responsibility to support his family.

NONSEXIST CHILD REARING FACT SHEET

Defined: Nonsexist childrearing are all methods use to bring up children to be free to discover the very best in themselves.

Objectives: Five main objectives of Nonsexist Childrearing

1. Achievement is a sex-neutral human need. All children should feel free to excel in any field and to fully enjoy the fruits of their performance.
2. Success is sexless. Parents should help both boys and girls to strive freely, take pride in their accomplishments, and be realistic about their failures.
3. Children should be able to accept and enjoy the bodies they were born with and should not compromise their health to satisfy the dictates of an ideal "image."
4. Girls and boys should be encouraged to express themselves with originality and enthusiasm, however unique their interests, and to make independent judgments based on facts, feelings, logic, pleasure, and consideration for others, without regard for sex role "propriety."
5. Children and adults alike should throw off "the curse of the ideal" and the burden of emotional self-censorship, and should reach beyond the cliches of gender to discover who we are, what we really feel, and how happy we can be.

Resources:

1. Growing Up Free Raising Your Child in the 80's, by Letty Cottin Pogrebin
2. Free To Be You and Me, introduced by Marlo Thomas, Gloria Steinem and Letty Cottin Pogrebin. Also available in record and 16mm film.

Other terms to be aware of:

1. Sex Roles
2. Sterotypes
3. Socialization

Remember: Nonsexist childrearing is good for your children.

It doesn't tell a child "You must"; it says "You may."

It doesn't enforce sameness, it recognizes, encourages, and respects differences, the thousand of individual differences that make your child unique.

LECTURE NOTES: Socialization and Term Definitions

(Primary source: Growing Up Free: Raising Your Child in the '80's, Letty Cottin Pogrebin.)

Socialization:

People are adaptable and learn to modify their behavior, thoughts, feelings, and attitudes according to the requirements of their culture. Every society trains its young to function within its own view of the world and according to the rules and regulations that control that world. Every society tries to raise its young so that they will accept the ideas and values of that society. This process is called Socialization and starts from the moment of birth until the moment of death. It happens at home, work, at school, at play with friends, family, and strangers.

We do not consciously choose most of our socialization exeriences, they are simply provided for us. And we want to fit in- peer group pressure, being cool, a part of the 'in' crowd.

This is especially true for children, they are constantly trying to make sense of the world around them.

Socialization experiences in childhood prepare people for social roles that they will be expected to assume as adults. One's social role, a set of expected behaviors and responsibilities, varies depending on social categories such as sex, race, and social class. Sex/gender is one of the most basic and important social categories.

Each society organizes socialization experiences to prepare its children for their future sex roles.

During this unit we are going to be come aware of some of these socializaion experiences and how to consciously change them, to help produce healthier/happier whole people/ whole humans.

TERM DEFINITIONS: Terms from the Pre-Inventory Instrument

1. Sexism: is bias, predjudice, or discrimination based on gender. (ie) A sexist has preconceived notions about a person due to his/her gender. Most often unconscious cultural attitudes which cause stereotyped expectations of what girls and boys are like; therefore, a Nonsexist would be a person who does NOT make discriminations of people based on gender.

2. Patriarchy: is a social organization headed by the father and recognizing the male line of descent. A political system where the 'top man' has absolute power over those under him. Father being considered "head of the house," "he wears the pants in the family." However in a Nonsexist society the organization would be arranged according to more functional human divisions of labor.

3\.
4. Femininity/ Masculinity: no objective meaning in a Nonsexist society. These words only mean to reenforce sterotyping into sex role behaviors.

5. Feminism: a way of thinking, and living that is committed to legal, economic, and social equality of the sexes.

6. Feminist: is any person, female or male, who envisions and works toward equal rights, opportunities and human dignity.

7. Nonsexist Childrearing: is a method of bringing up a child to be free to discover ther very best in themselves.

8. Parent: is a caring adult who is committed to a child to help them be free of sex role constraints, helping them become the best of their potential.

LECTURE NOTES: Early Socialization, Hidden teachings

Until age 3/4 years of age children have the same needs. Beyond that age, what they require most is individual differentiation, not gender differntiation. To highlight differences only denies one sex the advantages permitted to the other.

Girls get cuddled and purred over.

Boys get hoisted and rough-housed.

The choice of toys also tells a child something without words. Do-it -yourself crib games for boys, delicate mobiles for girls.

Later he gets baseballs, model cars, ships, erector sets, and chemistry kits. She gets Barbie Dolls, tea sets, nurse kits. And still later he goes skiing, camping, skin diving, and plays football with Dad. She goes to ballet class, piano lessons, art exhibits and bakes brownies with Mom.

And they both get the signal, that they are expected to be very differnt from one another. That he can experiment, solve problems, compete and take risks. That she is passive, domestic, cultured and cautious.

Nonsexist Childrearing: a matter of children's self esteem,
their development of their full human
potential.

As parents our hidden values, our standards are passed on, taught to our children in all that we do with, for, to and around our children. Our speaking habits, living styles, adult relationships, household chores, academic standards, and our way of dealing with punishment, privilege, religion, television, sex,money, and love all reflect to our children the roles and expectations, attitudes, and assumptions they too should incorporate in their lives.

LECTURE NOTES: Nonsexist Childrearing

Nonsexist Childrearing is good for your child.

It does not tell a child "you must"; it says "You may."

It does not enforce sameness, it recognizes, encourages, and respects differences, thousand of individual differences that make a child unique.

Instead of dividing human experience in half, licking each child in the prison of either "masculine" or "feminine" correctness, and creating separate definitions of human integrity, the nonsexist parent celebrates the full humanity of each girl or boy.(Pogrebin,12-18)

By instructing a child to act like a girl or act like a boy the cult of sex differencs says "Conform, Pretend, Act," it does not say "Be Your best self." It makes children be imposters within their own sex and strangers to their "opposites." It decrees a half-life for a girl and a half-life for a boy. In short, the cult of sex differences cheats children.

Without freedom of exploration, how can a child discover the boundaries of the self? We simply, as nonsexists, want to help each child to become the fullest person possible.

Socialization Studies- Birth to School Age

1. "Eye of the Beholder," 1974 study.

Parental perceptions of babies at birth. 30 pairs of first time parents were interviewed 24 hours after their child's birth and were asked to describe their baby. There were 15 girl and 15 boy babies described. The girls were rated smaller, having finer features, and being more inattentive. The boys were rated larger, louder, soon-to-be pro football players. Fathers rated their children in extremes, daughters were very cuddlier, sons were big and their own independent selves.

Mothers rated their children, daughters, smaller, beautiful, pretty, cute and resembling themselves. The sons being bigger, stronger and resembling their fathers.

2. Diaper Studies: The same baby was diapered in pink, blue, and yellow colored diapers and placed in a crib, reactions from men and women were recorded. Comments corresponded to the color of the diaper, with the exception of the yellow diaper, this diaper color frustrated the people and some of them looked under the diaper to check the sex of the baby.

3. Baby Adam Study: The same baby dressed first as a girl and then as a boy received different feedback from single adult parents. When the baby was dressed in blue and called Adam, "he" received comments designed for males and received a toy train to play with; when baby Elizabeth was dressed in pink, "she" got female comments and received a doll to play with.

4. Barrier Study: When 13 month old baby girls were placed on the opposite of a physical barrier, separated from their mothers, the babies cried, wanting mother to come to them, making little effort to get around, or across the barrier. When 13 month old boys were placed on the opposite of the barrier they tried to get around, over, attempted themselves to get actively to their mothers.

HOMEWORK ASSIGNMENT: Nonsexist Childrearing Practices

Students will examine various forms of Media (T.V., Movies, Magazines, etc.) and find 3 - 5 examples of sex roles and/or sexist attitudes, assumptions and /or roles. The students will rewrite the examples so that they become nonsexist in format.

POST TEST: Nonsexist Childrearing Practices

After completing the unit the students will finish by answering the following questions honestly reflecting their true opinions of nonsexist childrearing methods.

1. In my opinion Nonsexist childrearing is:______________________

   ____

   and I would/wouldn't consider using it with my children and why?

2. If I could be where I wished to be in 3 years I would be doing what- occupation/ family/ school?

3. Now, I've found a crystal ball and can see exactly where I will be in 3 years, and it is:

BIBLIOGRAPHY

Carmichael, Carrie. Non-sexist Childraising. Boston: Beacon Press, 1977.

Pogrebin, Letty Cottin. Growing Up Free Raising Your Child in the 80's. New York: McGraw-Hill , 1980.

Sex Equity in Classical Literature

Prepared for Tom Smith
Fairview High School
By Kathleen Hewett

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box 325
Boulder, Colorado 80309

WMST 304 Lesson Plan
Fall, 1982

Instructor: Kathleen Hewett
Discipline: Classics
Grade Level: High School
School: Fairview High School
Boulder, Colorado

Format: Lecture/slides/discussion/exercises
Time Frame: 1 hour
Supplementary Materials: Ditto of poetry by Sappho, slides/book

GOAL: The purpose of this unit is to illustrate sex equity in the area of Classical Literature, particularly Homer's Iliad. The method used to achieve an equitable situation will be supplementing of existing student information.

OBJECTIVES FOR THIS UNIT:

1. To make students aware of the role of women in Greece at the time of the Iliad
2. To provide a historical context for ancient Greek culture in an effort to realize the roots of women's oppression
3. To teach students to look at classical literature critically and in a non-sexist framework

OBJECTIVE 1: To make students aware of the role of women in Greece at the time of the Iliad

A. Instructor will give a brief summary of the role of the ancient Greek woman.
B. Students will be given a hand-out with selections of poetry by Sappho, the only feminine contribution to Greek art.
    1. The poetry will be discussed with the class as a reflection of the Greek woman.

* * * * * *

Outline of Points A and B

I. The role of the Greek woman
    A. Aristotle's view[1]
        1. She is essentially inferior to the male regardless of his age
        2. Her main worth is derived from her position as a source of fertility, children
        3. Her only moral virtue is the ability to be obedient
        4. She is endowed with a meager capacity for reflection thus her views are of no worth
    B. Characteristics of the Greek woman[2]
        1. Sold into marraige at the age of 12
        2. Main worker in household economy
        3. She is a possession -- only allowed in a man's presence at his request
    C. Sappho (7th-6th century BC)[3]
        1. Most important lyric poet of western antiquity
        2. Wrote mostly love poems to women
        3. Her work was very popular until AD 1000, when the church destroyed it
        4. Images of frustrated love and hope suggest that

she was an uncommon woman trapped in the stereotypic role fo the Greek woman

C. Students will be shown a series of slides of Greek artwork which depict the Greek woman in her stereotypic role.
   1. These slides are from a private collection, however, slides may be obtained from the Fine Arts library or a book of color illustrations may be used.

D. If there are no questions, instructor will move on to the next topic.

OBJECTIVE 2: To provide a historical context for ancient Greek culture in an effort to realize the roots of women's oppression

A. Instructor will discuss the theory of the matriarchal culture which preceeded the patriarchal culture of ancient Greece.

* * * * * *

Outline for Point A

I. The matriarchal culture[4]
   A. The Minoan culture which flowered in Crete was the base of the matriarchal culture.
      1. It espoused "feminine" values
         a. peace
         b. art/creativity
         c. highly civilized
      2. It developed 2500 to 3500 years ago as a result of migration from the Eastern Mediterranean.
      3. These cultures worshipped a Mother Goddess or Earth Mother.
         a. She was a symbol of fertility connected with the earth.

II. The patriarchal culture[4]
   A. The Mycenaean culture which developed on mainland Greece was a patriarchal culture.
      1. It espoused "masculine" values.
         a. war
         b. power
         c. barbarism
      2. It developed in 2500 BC as a result of migration by Indo-Europeans who migrated from Asis Minor.
      3. These cultures worshipped male divinities who represented the father image, such as Zeus, who was connected with the sky.

III. The clash of the two cultures[4]
   A. Around 1900 BC the two cultures mingled.
      1. The dominant patriarchal culture subjugated the matriarchy.
      2. Mortal women were oppressed and developed stereotypic qualities.
      3. Matriarchal gods were accepted but were not supreme.
         a. They were married to patriarchal gods and thus lost status

b. They were, however, not oppressed and became androgynous.

IV. Athena[5]

A. Athena, the child of Zeus, is a perfect example of the blending of the two cultures.
  1. She is both a womanly protectress of cities and the goddess of war.
  2. She represents both intellectual pursuits and crafts such as weaving.
  3. She has feminine features but they are strong.
  4. She is dressed in a gown but wears armor and carries a spear.

B. Students will be encouraged to challenge the plausibility of such a theory based upon their own knowledge of the material.

OBJECTIVE 3: To teach students to look at classical literature such as the Iliad critically and in a non-sexist framework

Instructor will lead the discussion.

A. Students will list on the board the main male and female characters of the Iliad, other than gods.
  1. There will be a greater number of male characters. This indicates invisibility.
  2. Instructor will define "invisibility" and its consequences by relating it to the students' lives.

B. Students will list on the board the prominant qualities of these male and female characters.
  1. Stereotypes will be evident.
  2. Instructor will define "stereotype" and its effect by relating it to the students' lives.

C. Students will be asked to repeat this exercise with the gods in mind.

D. Instructor will process and synthesize these responses to show that mortal women exhibit stereotypical qualities while the gods are androgynous as a result of the previous intermingling of the matriarchal and patriarchal cultures.

NOTES

[1] Elisabeth Badinter, Mother Love (New York: MacMillan Publishing Co., Inc., 1980), p.19.

[2] Christine Downing, The Goddess (New York: Crossroad Publishing Co., 1981), pp. 103-142.

[3] Alike Barnstone and Willis Barnstone, eds., A Book of Women Poets from Antiquity to Now (New York: Schocken Books, 1981), pp. 40-41.

[4] Jaquetta Hawkes, Dawn of the Gods (New York: Random House, 1968), all.

[5] Robert Graves, The White Goddess (New York: The Noonday Press, 1948), entire book.

the one you love. And easily proved.
Did not Helen who far surpassed all
mortals in beauty desert the best
of men, her kin,

and sail off to Troy and forget
her daughter and dear kinsmen? Merely
the Kyprian's gaze made her bend and led
her from her path;

these things remind me now
of Anaktoria who is far,
and I
for one

would rather see her warm supple step
and the sparkle of her face than watch
all the dazzling chariots and armored
hoplites of Lydia.

* * *

Like a mountain whirlwind
punishing the oak trees,
love shattered my heart.

* * *

I could not hope
to touch the sky
with my two arms.

* * *

The glow and beauty of the stars
are nothing near the splendid moon
when in her roundness she burns silver
about the world.

* * *

In gold sandals
dawn like a thief
fell upon me.

* * *

My Atthis, although our dear Anaktoria
lives in distant Sardis,
she thinks of us constantly, and

of the life we shared in days when for her
you were a splendid goddess,
and your singing gave her deep joy.

Now she shines among Lydian women as
when the red-fingered moon
rises after sunset, erasing

stars around her, and pouring light equally
across the salt sea
and over densely flowered fields;

and lucent dew spreads on the earth to quicke
roses and fragile thyme
and the sweet-blooming honey-lotus.

Now while our darling wanders she thinks of
lovely Atthis's love,
and longing sinks deep in her breast.

She cries loudly for us to come! We hear,
for the night's many tongues
carry her cry across the sea.

* * *

"Sappho, if you do not come out,
I swear, I will love you no more.

O rise and free your lovely strength
from the bed and shine upon us.
Lift off your Chian nightgown, and

like a pure lily by a spring,
bathe in the water. Our Kleïs
will bring a saffron blouse and violet

from: Alike Barnstone and Willis Barnstone,
A Book of Women Poets from Antiquity to Now [illegible] York: Schocken, 1981)
pp. 40-41.

Stereotyping in Literature and Other Media

Prepared for Jane Carlson
Boulder High School
By Janet Faucett

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box 325
Boulder, Colorado 80309

Curriculum Unit on discussing stereotyping
(in literature and other media)

Lesson plan: English Class
Instructor: Janet Faucett/ Jane Carlson
Discipline: Women Studies
Grade Level: 10, 11, 12
School: Boulder High School
Date: May 4, 5

Format: lecture/discussion
Time Frame: two 45 min. class periods
Supplementary materials: assigned reading (most likely, fiction)

Goal: To sensitize students to sexism and racism in literature, other media and in reality, through the device of stereotyping.

Objectives: Students will -

1. Understand what stereotyping is.
2. Be able to recognize ethnic and sex stereotyping.
3. Recognize a connection between racism and sexism.
4. Explore rewards and penalties of stereotyping.
5. Look at progress or lack of progress in areas of race and sex equity.

Objective 1. Students will understand what stereotyping is.

A. dictionary definition:

a fixed or conventional notion or conception, as of a person, group, idea, etc. held by a number of people and allowing for no individuality, critical judgement, etc.

B. Walter Lippmann, respected author and journalist, says we depend on stereotypes to quicken our understanding of events around us. He says it is a defense against the enormous input of facts to which we are constantly submitted.

C. Consider sterotying as a device used by writers to help us recognize characters more readily, similar to a type of shorthand.

   1. Consider stereotyping in our book - is it a literary device, or unconscious?

Objective 2. Students will be able to recognize ethnic and sex stereotyping.

DIVIDE THE CLASS INTO SMALLER DISCUSSION GROUPS AT THIS POINT AS AN AID TO THE STUDENTS WHO FIND IT DIFFICULT TO BE INDIVIDUAL CONTRIBUTORS.

Objective 2. continued

A. Ask each group to list characteristics of a common stereotype.

  1. assign specific stereotypes chosen from broad categories of race and sex to fit particular piece of literature being discussed.

    a. example are:

      macho man
      virgin
      whore
      mother
      father
      warrior
      athlete

  2. consider how the sexes and races are described by these stereotypes -

    a. all blacks can sing and dance

    b. a woman is a whore or a virgin, a bad person or a good person.

    c. a man cannot be masculine and gentle at the same time.

B. Are your (students) stereotypes in the book under discussion?

  1. Is the stereotyping a literary device or a sign of the author's bigotry?

  2. What effect would removing stereotyping have on the characters and plot of this book?

    a. Is that desireable?

Objective 3. Students will recognize a connection between racism and sexism.

A. If we look at sex and race as examples of how social control is exercised in America, the strongest parallels deal with the use of stereotypes and ascribed attributes to define the positions of women and blacks in the society. (Women and Equality, Chafe)

stereotyping keeps them in "their place" and prevents them from challenging the status quo.

  1. How do these statements relate to the book under discussion?

Objective 3. continued

B. (possibly) Discuss the relationship between racism and sexism from the perspective of "Personal Politics". pages 25 and 26.

Objective 4. Student will explore the rewards and penalties of stereotyping.

A. Referring back to 1.B., Walter Lippmann implies it is easier to deal with people in a surface relationship when we label them with a stereotype.

1. Stereotypes can serve as insulation.

2. Stereotypes can make it possible to treat some people differently on the basis of external lables.

a. it becomes easier to kill if you see a stereotype, instead of a person.

b. it is easier to victimize a stereotype

1. in male/female relationships

2. in master/servant relationships

c. is it a function of power?

Objective 5. Students will discuss progress in areas of race and sex equity as they perceive it.

A. Consider the question - Do you relate to people on the basis of stereotype?

1. Does this make relationships better? , worse?

2. What would be the result of elimination of race and sex stereotypes?

3. Why does society rely on stereotypes?

4. Is it desireable to eliminate all stereotypes?

a. or only harmful ones?

1. how do you decide what a harmful stereotype is?

2. how does the media use stereotypes?

Lesson Plan Bibliography with notes (High School)

"stereotyping." Webster's New World Dictionary, Second College Ed., 1979

a fixed or conventional notion or conception, as of a person, group, idea, etc. held by a number of people and allowing for no individuality, critical judgement, etc.

Lippmann, Walter, Public Opinion.
New York: The Free Press, 1965. pp 53 - 100

Lippmann presents an excellant explanation and discussion of the use of stereotyping in communication.

Kolbenschlag, Madonna, Kiss Sleeping Beauty Good-Bye.
Garden City: Doubleday & Company, Inc., 1979.

This book goes in depth into the concept of stereotyping through myths and models in children's literature.

Ryan, Mary P., Womanhood in America.
New York: New Viewpoints, a division of Franklin Watts, 1975.

"Sex constitutes a basic principle of social distribution, a master status system. ... The sexual distribution of political authority and economic power tends either to place women on the bottom rungs of the status system or to exclude them entirely." (from the introduction.)

Bernard, Jessie, The Future of Motherhood.
New York: Penguin Books Inc., 1974. p 24

"Coercive" Motherhood - I was forty years old before it dawned on me that I really had had no choice about becoming a mother. Not that I didn't know all about contraceiption but that it had never occurred to me that anything else was possible...being a parent and living in a family are part of the generally unexamined assumptions of human societies." One of the current results of stereotyping.

Evans, Sara, Personal Politics.
New York: Vintage Books, 1980.

This book's subtitle is: The roots of women's liberation in the civil rights movement and the new left. It examines the reasons women tend to work for civil rights, among other things.

Chafe, William H., Women and Equality.
Oxford: Oxford University Press, 1978.

"Together with race and class, sex serves as one of the basic reference points around which American society is organized."

This book presents an interesting perspective on the effects of sexism and racism and their relationship.

Feminism and Personal Experience

Prepared for Poppy Copeland
September School
By Nancy Wagner

WmSt 304
April 19, 1982

Lesson Plan for September School
Instructor: Nancy Wagner
Discipline: Women Studies
Grade Level: Secondary

Format: exercises and discussion
Time: 45 minutes
Supplementary materials:
Hand-outs

GOAL: To encourage an interest in Feminism, with an emphasis on its relation to personal expereince.

OBJECTIVES:

1. Group identification of specific situations where sexism occurs.
2. Relation to personal experience.
3. Identification of future possibility of sexism in personal lives.
   a. in relationships, jobs, and responsibilities

OBJECTIVE 1: Group identification of specific situations where sexism occurs.

A. Students will participate in a role-play.
   1. Scenario of acquiring birth control explained
   2. Roles assigned, including; girlfriend, boyfriend, and Doctor.
   3. Students will act out situation as they perceive it may progress.
B. Discussion of sexism in the role-play.
C. Students will be given a hand-out, "Where It Happens".
   1. Group discussion of sexism involved in situations.

OBJECTIVE 2: Relation to personal experience.

A. Instructor will facilitate discussion on areas where sexism occurs in student's lives.
   1. Hand-out will be used to motivate discussion ("Where It Happens")
B. Discussion of alternatives to sexism.
   1. How did sexist situations make you feel?
   2. What would you change to feel more comfortable?
   3. Suggestion of alternatives, including: consciousness raising among peers, refusal to accept submissive roles, equal relationships and shared responsibilities.

OBJECTIVE3: Identification of future possibility of sexism in personal lives.

A. Guided imagery on future work situation (see attatched instructions).

B. Discussion of sexism present in guided imagery, or if it didn't come up, discussion of what did happen.

EXTRA ACTIVITY: Advertisement Review.

A. Pictures from current magazines are shown to the class.
B. Discussion of the advertisements and the sexism they incluce.
   1. Question what the students see in advertisements(it is likely that the secondary student will not interprete sexism presented).
   2. Therefore, it is necessary to critique each advertisement and explain the sexism involoved, ie, the exploitation of the female body as a sexual object.

Activity Sheet
Womens Studies
September School
Instructor's Copy*

WHERE IT HAPPENS

1. Sarah and Jim are in a romantic relationship. They are seniors in high school. Mike is a close friend of Sarah's. Even though Jim, too, has female friends, he has asked Sarah not to be friends with Mike anymore.

Sexist Elements:

1. Sex-role stereotypes manifest in double-standards.
2. Possession/objectification of women.

2. In a high school sex education class, Mr. Andrews is discussing various methods of birth control. He tells all the students that birth control is the woman's responsibility.

Sexist Elements:

1. Assigning total birth control responsibility to the female sexual partner.
2. Sexual objectification of females.
3. Sexual double-standard.

3. Holly just graduated from high school. She wants to find a job as a Carpenter's assistant. She applies for an opening at Flatiron's Construction. The foreman tells her that she isn't qualified for the job because it involves heavy lifting and long hours.

Sexist Elements:

1. Job Discrimination.
2. Belittling of female ability.

4. Alison has been playing basketball all her life. When she entered high school, she tried out for the boy's basketball team. Though she was successful on all the tests, she didn't make the team.

Sexist Elements:

1. Belittling of female ability.
2. Sex-specific behavorial stereo-types.
3. Educational discrimination.

* This hand-out is an effective tool for student analysis of sexist behaviors. However, I suggest deleting the analysis (sexist elements) of each situation to motivate group discussion and exploration.

Activity Sheet
Women Studies
September School

GUIDED IMAGERY
(Instructions given by instructor)

Find a comfortable position. Stretch out and extend your whole body. Now relax; let all your muscles go. Close your eyes. and feel your body relax. Imagine this room. See yourself stand up and walk out of this room, out of this building, and into the future. Its five years later. You walk down the street, and into a building. See yourself walking down the sidewalk and into the front door. This is where you work. Imagine the room around you. What does it look like? What is in it? Are there people inside? What do you do here? Imagine yourself getting busy now. Who do you talk to and what do they say? What are you doing and how does it feel? You continue to work, and pretty soon it is time to go home. You say good-bye and leave work.

Now bring yourself back into this room and today. Open your eyes. What happened?

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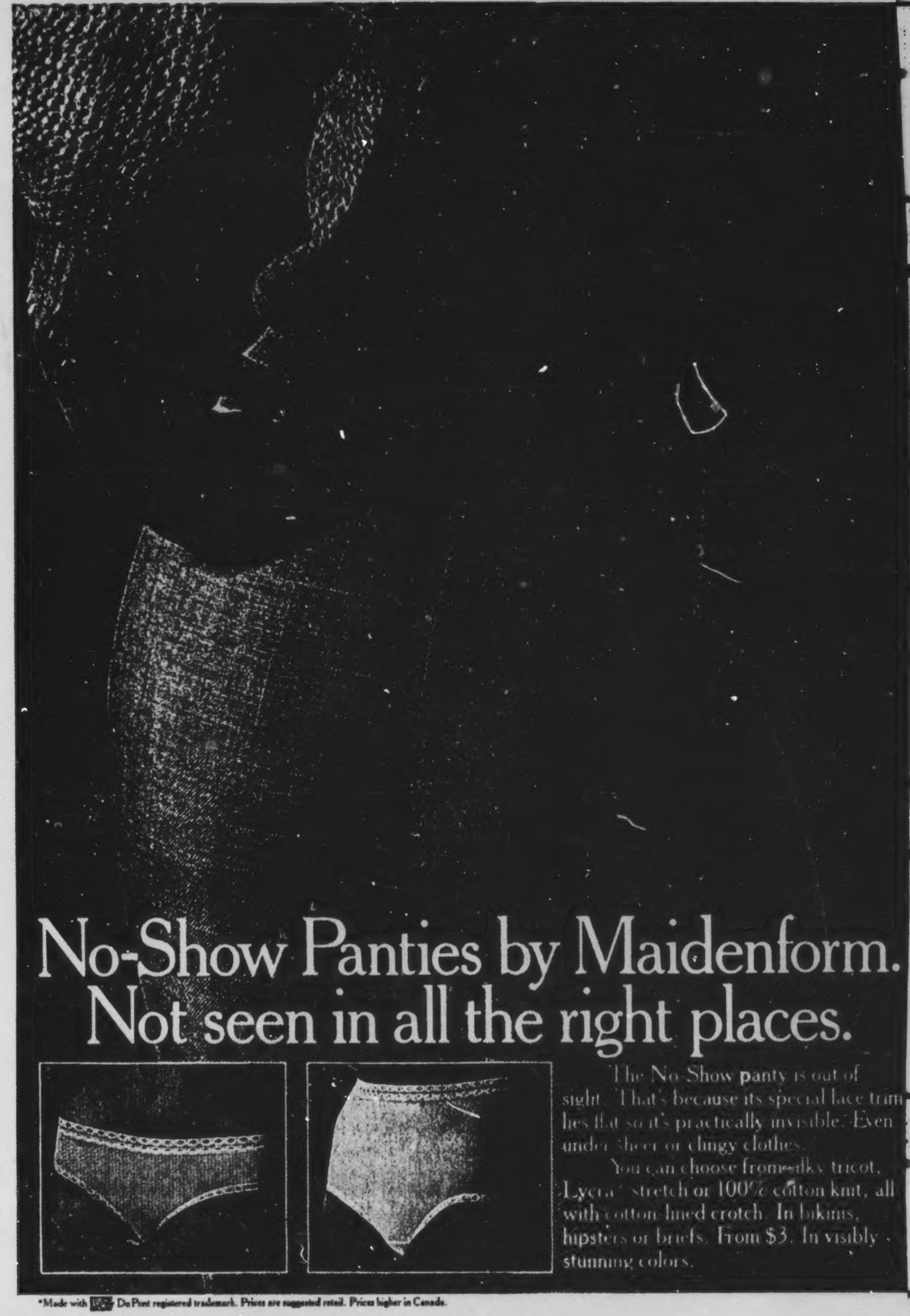
*For information on theory and development of Guided Imagery as an educational material, see:

Brian Way, Development through Drama (Atlantic Highlands, NJ: Humanities Press, 1967).

Nellie McCaslin, Children and Drama (New York: Longman, 1981).

maxell
OF THE NEEDS
BLOWOUT



No-Show Panties by Maidenform.
Not seen in all the right places.

The No-Show panty is out of sight. That's because its special lace trim lies flat so it's practically invisible. Even under sheer or clingy clothes.

You can choose from silky tricot, Lycra* stretch or 100% cotton knit, all with cotton-lined crotch. In bikinis, hipsters or briefs. From $3. In visibly stunning colors.

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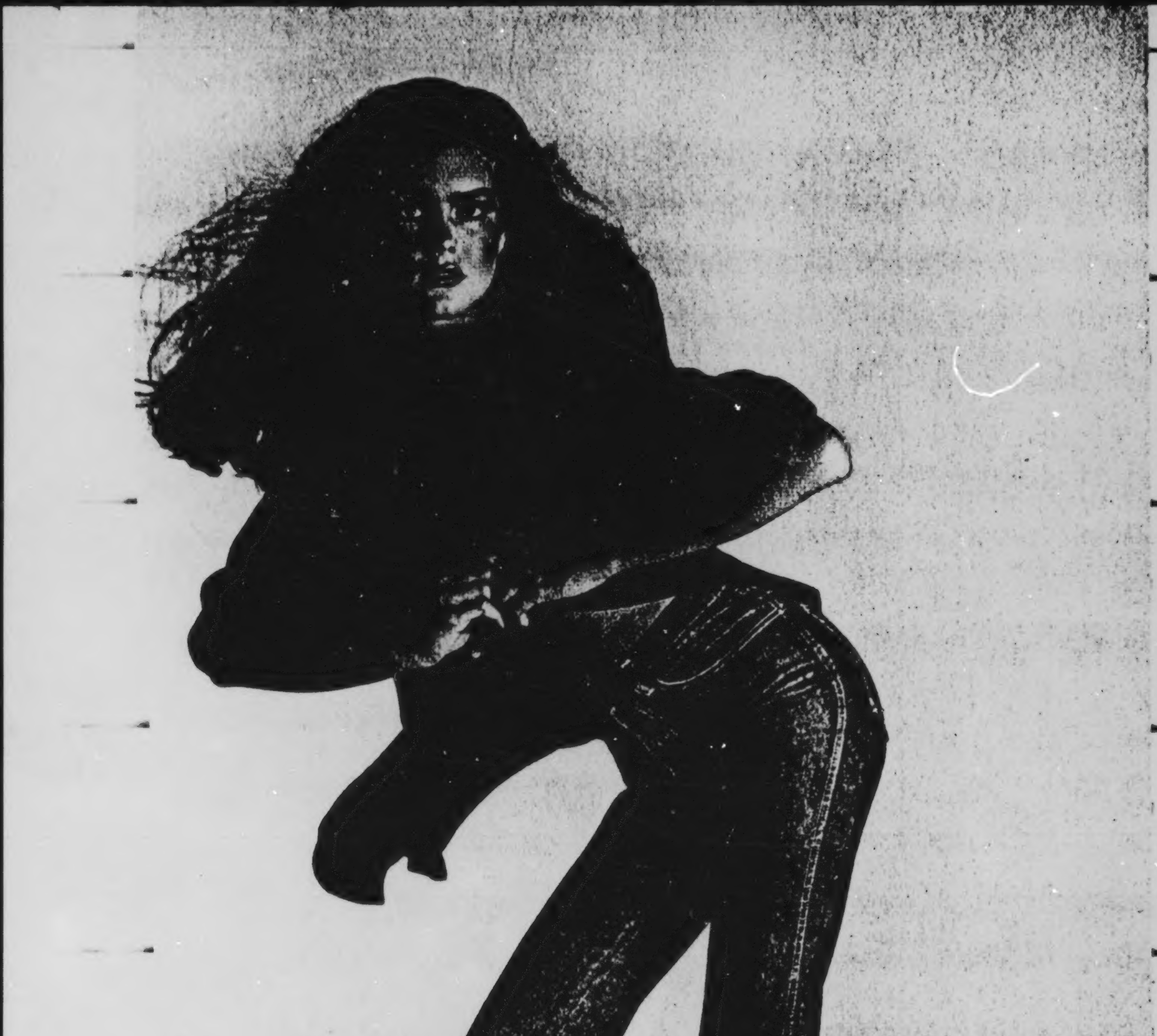
Calvin Klein Jeans

Nancy Wagner

WmSt 304
April 19, 1982

NOTATIONS

Boston Women's Health Collective, Our Bodies, Ourselves (New York: Simon and Schuster, 1972).
Chapter 7, on rape, and Chapter 8, on self defense, are informative reading for all audiences.

Boulder County Rape Crisis Team, Counselor's Manual (Boulder, Colorado, Boulder County Mental Health Center, 1980).
The manual is an excellent resource for information on rape, addressing such issues as; the immediate psychological effects of rape on the victim, legal procedures following rape, and guidelines for providing crisis counseling. The material and information is focused to providing services in the Boulder area.

Stanely L. Brodsky and Marcia J Walker, ed. Sexual Assault (Lexington, MASS: D.C. Heath and Company, 1976).
This is a collection of essays addressing various dynamics connected to sexual assault. Various methods of victim response to attack and differing reasons why men rape are included. I focused on Chapters 1, 8, and 15.

Pamela E. Butler, Self-Assertion for Women: A Guide to Becoming Androgynous (San Francisco: Canfield Press, 1976).
A discussion of the psychological internalization of traditional norms and their effects on women is presented in this text. The author suggests guidelines for overcoming sex-typed behavior. Chapters 7 and 8 are suggested for emphasis.

Jane Roberts Chapman and Margaret Gates, ed. The Victimization of Women (Beverley Hills: Sage Productions, 1978).
Various types of victimization are discussed in several essays. Of special interest are Chapters 3 and 11.

Sue Cox, ed. Female Psychology (New York: St. Martin's Press, 1981).
A collection of articles addressing various considerations in female psychology is presented in this text. The readings are intellectually geared for the instructor. Of special emphasis, are pages 179- 206 and 402-428.

Toni Scott, Assertion Skills for Women (Boulder, CO: University of Colorado Women Studies Program, 1980).p.4.
This is a five page article addressing what is meant by assertive behavior, with suggestions for developing assertive behavior.

Rape: A Preventative Inquiry, 18 minutes, 1974.
A documentary addressing the causes of rape, attitudes towards rape from the victim's and rapist's viewpoints, and a discussion of preventative measures. Though the film is dated, it presents the dynamics of rape accurately and basically.This film can be found through; Boulder, CO. University of Colorado; Educational Media Center.

Brian Way, Development through Drama (Atlantic Highlands, NJ: Humanities Press, 1967).

A theoritical and instructional guide to the development and use of experiential education. Discussion of the necessity for imagination, creativity, and movement in education is included. Instructions for developing experential techniques is provided, including; role-plays, guided imagery, and improvisation.

Nellie McCaslin, Children and Drama (New York: Longman, 1981).

A presentation of the use of drama as an educational facilitator. Many aspects of the dramatic process are included: artistic, expressive, social, and pedagogical. This source is an excellent manual for instructions on devising creative dramatic educational experiences (role-play, guided imagery, etc.).

Beverely-Colleene Gaylean, "Guided Imagery in Education," Journal of Humanistic Psychology, 21. issue #4.

An essay identifying the need to implement creative dramatic techniques into education to facilitate wholistic human development. A discussion of integration of emotional, physical, spiritual, and intellectual processes is included as apossible final result of teaching creativity.

Teaching Preschoolers About Equity

Prepared for Ardie Dickson
New Horizons Cooperative Pre
School
By Pamela Hathaway

Pamela D. Hathaway
April 28, 1983
Women's Studies Curriculum Design
New Horizons Preschool
Grade Level: Preschool (3-5 yrs)

Supplementary Materials:
3 books listed in
Resources

I. Goal These children seem to come from fairly liberal and diversely arranged families. From interactions with them I perceive a basic understanding of equity, i.e., little girls certainly can play the same games as little boys. I want to build on this base and encourage them to make sex equity always a part of their lives. This curriculum is therefore designed to help them see all the equal opportunities they will or should have in their future lives and work. This needs to be brought to their awareness simply because it is quite easy to teach them about equity before they establish stereotypical sex role patterns, and also because their socialized view of the world and their taught expectations do not and will not always fit reality.

II. Objectives

A. To define stereotypical views of men and women in literature and life, and show children ways to alter these views.

B. To illustrate the myriad of work options for both men and women.

C. To show children that their future lives are open to many possibilities..

III. Goals Achievement

A. To define stereotypical views of men and women in literature and life, and show children ways to alter these views.

1. Definitions will be accomplished by reading A Train for Jane, which contains many stereotypical expectations of little girls. As I'm reading the story I will stop

and ask questions of the children to make sure they understand the dynamics of the story and to relate the story to their own lives. Questions I will ask include:

a) Why do Jane's parents think Jane should have dolls or pretty dresses?
b) Why does Jane want a train?
c) Do any of you know someone with a train?
d) Is it ok to always want only what others tell you?
e) What kinds of things do your parents want you to have as presents? Do you like those presents?

2. Ways to alter stereotypical views will be facilitated by reading Hooray for Ginger. This book shows a little girl having adventures, doing many non-stereotypical activities and taking initiative and really helping someone. Again, I will discuss the story with the children as we read. Questions will include:

a) Does what Ginger is doing sound like fun and would you like to do some of these things?
b) Do boys do more things alone than girls?
c) Can girls do the same things as boys?
d) If you could do anything, what would you choose and why?
e) Do people you know ever want you to do things you don't want to do?

3. Having defined stereotypes and presented options, these are the major points I would like to make with the children:
    a) Other people do have expectations of you.
    b) You don't always have to live up to others' expectations.
    c) There can be great benefits from doing what you really want.
    d) There are lots of options to behavior and actions.
    e) This will facilitate language development, and at the same time encourage independent, self-directed thinking.

B. To illustrate the myriad of work options for both men and women.

1. Illustrations of work options will be gleaned from the book Did You Ever which contains many non-sexist work and life possibilities. As I'm reading I will encourage discussion by asking questions and reiterating the job and life options presented by the book. Questions to be asked might include:
    a) Does this particular job sound like something good to do?
    b) How many of you might like to do this? (Followed by a count of girls vs. boys. If very different count is obtained, try to ask why.)
    c) Can both men and women do this job? Why or why not?
    d) What do your parents do for work?
    e) Can both men and women do this job?

- f) How many of your parents don't work outside the home? Is this ok? Is it just as hard as working outside the home?

2. The major points I would like to cover with the children in this section are:
    - a) There are many work options out in the world, both stereotypical and non-stereotypical.
    - b) It is important to pick a job because you want to do it, not because someone else wants you to.
    - c) Both men and women can do most jobs equally well.
    - d) Being a house-person or any other stereotyped job is ok if it is what you want to do.
    - e) House-people work just as hard as a person who leaves home for work.

C. To show the children that their future lives are open to many possibilities, both work and lifestyles.

1. This will be a discussion period with the previous two sections providing the basis. I will ask all the children to: close your eyes and imagine you are all grown up, you can have any job you want and live anywhere you wish. When asked to share their fantasy with us, we will all talk and ask questions, which might include:
    - a) Why did you pick that job?
    - b) Could a man/woman do that job too?
    - c) Could you do something else and still be happy?
    - d) Do you think some of the other children's job sound fun?
    - e) Could you do that job?

- f) Can you do more than one job in a lifetime?
- g) Is it fun to think about living somewhere else?

2. Major points to be discovered are:
    - a) Both men and women can do many jobs.
    - b) People needn't pick their jobs because of their sex.
    - c) Each person is capable of doing many things.
    - d) Each person is capable of going many places, both literally and figuratively.

IV. Resources

Campbell, Lorenzo Martin. Hooray for Ginger. Monmouth, OR: All of Us, Inc., 1974

Goldsmid, Paula. Did You Ever. Chapel Hill, NC: Lollipop Power, Inc., 1971

Kleine, Norma. A Train for Jane. Old Westbury, NY: The Feminist Press, 1974

V. Evaluation I think the best and possibly only way to evaluate the success of the teacher and the students in this curriculum is to listen to the students during discussion times and observe their behavior after the curriculum has been presented.

In presenting this curriculum, I found out several things:

A. This could not be presented in the alotted 2-20 minute periods. In fact, I only accomplished sections III. A. 1., B. 1., and C. 1.

B. These activities were enjoyed but it was sometimes difficult to keep all the children's attention.

C. The children love to talk and it is sometimes difficult to keep them on the right track.

D. Also, many of the children say things just for the effect: "Girls can't have trains because they are stupid." It is sometimes difficult to judge what they really believe, but not so difficult to ascertain what effect socialization has already had on them.

Illustrating Sex Equity to Preschoolers

Prepared for Ardie Dickson
New Horizons Cooperative Pre-School
By Katie Dunn

December 3, 1982

Instructor: Katie Dunn
Discipline: Women Studies
Grade Level: Pre-School (age 3-5)
School: New Horizon Coop.

Format: Various interactive exercises
Time Frame: 2 hours
Supplementary Materials: Teaching aids by Milton Bradley - My Family, Play Scenes Lotto, Our Community Helpers. Teaching aid by Instructo: People at Work.

Goal: The purpose of this teaching assignment is to illustrate sex equity to pre-schoolers. The method for acquiring this knowledge is through interactive exercises which will directly involve the children.

Objectives for this unit:

1. To alter the stereotyped views of men and women presented so often in educational materials for the young.

2. To present the world of work as a place where women and men participate in an enormous variety of non-stereotyped jobs.

3. To show both sexes playing together - to counterbalance the usual pictures of children at play which categorize girls into passive and boys into active roles.

4. To help children understand, accept, and enjoy variations in their families and those of their friends and classmates, and also to validate reality rather than present them with a fixed family mold.

Objective 1: To alter the stereotyped views of men and women presented so often in educational materials for the young.

Exercises:
Teaching aid - Our Community Helpers by Milton Bradley.

A. Children will play and interact with a set of 12 community workers (cardboard people) consisting of six men and six women performing counterpart community jobs.
    1. The set contains male and female police officers, postal workers, doctors, nurses, construction workers, and business executives.
    2. The figures are designed in pairs to help children perceive that men and women often do the same jobs.
    3. The figures reflect the multi-racial composition of our society and are designed to show various body types and ages.
    4. This contemporary early childhood learning aid helps young children become aware of the variety and openness possible in our society.

The children enjoyed this game and interacted with the play people very well. They pretended they were the people themselves.

Objective 2: To present the world of work as a place where women and men participate in an enormous variety of non-stereotyped jobs.

Teaching aid - People at Work by Instructo
Exercises:

A. To introduce a set of 24 photographs for the children to look at and ask questions about.
    1. The photographs show more women than men to compensate for traditionally fewer job options for women.
    2. The photographs of men show jobs that are usually not presented to children as men's work, such as sewing, teaching, and library work.

B. Use the photographs to inspire individual and group stories.
    1. Each child can select his/her favorite picture and make up a story about it.

I found that the children enjoyed having something concrete to play with, rather than just look at the photographs I presented to them. They like to interact and play with the materials.

Objective 3: To show both sexes playing together - to counterbalance the usual pictures of children at play which categorize girls into passive and boys into active roles.

Teaching aid - "Play Scenes Lotto" game consists of cards showing boys and girls playing together at various activities.
Exercises:

A. Hold up the cards and let the children observe and discuss the activities going on.

B. Disucss the card of baseball as a game that many girls and boys like to play.
    1. To point out the fact that baseball is open to girls as well as boys.

C. Discuss the card of a boy and girl riding a tricycle.
    1. This is used to discuss the idea that boys and girls like the same activities.

D. Discuss the picture of a girl pushing a boy on a swing.
    1. This is used to start a discussion about strength which would emphasize that boys and girls can be strong.

Objective 4: To help the children understand, accept and enjoy variations in their families and those of their friends and classmates and also to validate reality - rather than present them with a fixed nuclear family mold.

Teaching aid - 12 cardboard people in a family.

A. Have the children take turns choosing a family figure from the box of play people that reminds them of someone in their own family and have them tell a story about that person.

B. This is a tool to help the children gain a more open view of family life by discussing the pictures.

C. Have the children play house and interact with the Play People.

The children really enjoyed this game of the family play people. They liked it because they could understand and relate to the people. The play people were all very familiar to them.

SOURCES

Milton Bradley Company under Berne and Universal Copyright Conventions:
- Play Scenes Lotto - 1975
- Our Helpers: 12 Play People in the Community - 1974
- My Family: 12 Play People in the Family - 1974

Instructo Corporation: ASubsidiary of McGraw Hill:
- People at Work - A Non-sexist Approach

Play Fair - An Equal Opportunity Childrens Store
941 Pearl Street, Boulder, Colorado 80302

Also available at the Womens Studies Department at the University of Colorado in Boulder.

Teachers Beware! Sexism in the Schools

Prepared for Ruth Cline
University of Colorado/
School of Education
By Michael DeCamillis

Curriculum Design Project
Women Studies Program
University of Colorado
Ketchum 30, Campus Box 325
Boulder, Colorado 80309

WMST 304 Curriculum Unit
Fall, 1982

Instructor: Michael DeCamillis
Grade Level: University
Class: Elementary Language Arts Method

Format: Lecture/exercises/ discussion
Time Frame: 1 hour
Supplementary materials: Article with cartoons, sex bias in Text Worksheet, List of stereotypes

GOAL: The purpose of this lecture is to help these student-teachers raise their consciousness of sexism in the schools and become more aware of their own behavior as teachers.

OBJECTIVES FOR THIS UNIT:

1. Recognize sexist stereotypes and note the basis (i.e. home and school) or where these stereotypes begin
2. Point out some of the academic, psychological and physical effects of these stereotypes on boys and girls
3. Discuss some of the ways sex bias is encouraged or perpetuated by teacher-student relationships and classroom interactions
4. Show the many stereotypical roles and beliefs of men and women presented in elementary textbooks
5. Present non-sexist teaching methods
6. Identify sources of collecting information on their teaching habits
7. Define the 6 forms of sex bias in literature and have them apply this knowledge to the worksheet

OBJECTIVE 1: Recognize sexist stereotypes and note the basis (i.e. home and school) of where these stereotypes begin

A. Students will be asked to define feminism and then instructor will give them the dictionary definition: 1: The principle that women should have political, economic, and social rights equal to those of men 2: The movement to win these rights
B. Ask students to list adjectives to describe male and female stereotypes---take note of attached sheet**
C. Instructor will explain how children learn about these stereotypes and their sex roles very early in their lives (1.)
   1. Differential treatment of babies
      a. choose sex-related colors (pink and blue)
      b. give them appropriate toys
      c. expect boys to be aggressive and girls to be docile
      d. prefer boy babies - are disappointed when there is no male child to carry on the family name
   2. Reinforcement of these stereotypes in the children by schools and teachers

OBJECTIVE 2: Point out some of the academic, psychological and physical effects of these stereotypes on boys and girls

A. Academic(2.)

1. Girls start out ahead of boys in the early grades in speaki reading, and counting; but boys' scores will rise and eventually surpass those of the girls; particularly in the areas of math and science--have students look at article by Joan Beck and the cartoon
2. Girls frequently receive better grades in school--this [illegible]y be one of the rewards they get for being more quiet and docile but at the cost of independence and self-reliance
3. Girls are more likely to be invisible members of the classroom
4. Boys are more likely to be scolded and reprimanded in classrooms, even when the observed conduct and behavior of boys and girls does not differ--more is expected of the boys
5. Boys are far more likely to be identified as exhibiting learning disabilities, reading problems, and mental retardation

B. Psychological and Physical(2.)

1. Girls are less likely to pursue college, counselors discourage them and many women suffer the "find a husband" syndrome
2. Hyperactivity is nine times more prevalant in boys than in girls, boys are more likely to have emotional problems, and ststistics indicate a higher male suicide rate
3. Learned helplessness, which is more prevalant among girls, exists when failure is insurmountable, and girls who exhibit this avoid failure situations--they stop trying
4. The strain and anxiety associated with conforming to the male sex stereotype also affects boys physically--women live longer and men are more likely to succumb to seriou[illegible] disease and be victims of accidents or violence
5. In sports, traditional feminine traits of delicacy and weakness are reinforced, and girls are not encouraged to participate in athletics

OBJECTIVE 3: Discuss some of the ways sex bias is encouraged or perpetuated by teacher-student relationships and classroom interactions(3.) & (4.)

A. Unconscious/unintentional behavior--this is how stereotypes get reinforced by teachers
   1. When something is expected of the student then the student senses this and will mold his/her behavior towards fulfilling this expectations(s)

B. Examples that the teacher chooses--more males in these examples than there are females
   1. teacher may cite sources and use textbooks written only by male authors

C. The teacher may ask questions of class and then look at the males

D. The teacher may ask lower/easier questions to the females and address the more difficult, analytical, or logical problems to the males

E. Teachers tend to interrupt the female student more often than the male student. The teacher also tends to let the male speak out and finish out their thoughts when answering a question and they will hurry the female student along

F. Teachers tend to have more eye contact with the males, more gesturing to the males, and a different voice tone/modulation

towards the males
   1. They may treat males more as equals/challenge them
   2. They expect less of the females

G. Teachers tend to group students according to their sex/boy-girl-boy-girl/separate sex lines
   1. Separate recess activities
   2. Separate lunch lines

H. Teachers show a tendency to favoring male students because they choose them as assistants more so than they choose female students
   1. Boys take care of A.V. equipment and carry or move things for the teacher(do all the physical work)
   2. Girls erase the chalk board and deliver messages

I. Teachers tend to help female students more and let the male students figure it out on their own

J. Teachers tend to give male students more detailed instructions
   1. Primary school teachers tend to give boys specific instructions on how to complete a project, but show girls how to do it--or do it for them

OBJECTIVE 4: Show the many stereotypical roles and beliefs of men and women presented in elementary textbooks(5.)

*Instructors Note: This article was written in 1971 but research shows that there has been very little improvement in the following areas

A. Majority of main characters were male or male identified(in terms of the animals)

B. When women were shown as a main character, which infrequently occurred, they took on the stereotypical traits of passivity, nurturing, timidness, or inferiority to men

C. Women were oftan described in the light of or as a shadow of the man in their lives(husband, father, brother, etc.)

D. These role models restrict women and men to stereotypical lifestyles and teach:
   1. Boys to be individuals and how to do whatever they want to successfully
   2. Girls to develop traits of passivity, insecurity, nonindividualism, and learned helplessness

OBJECTIVE 5: Present non-sexist teaching methods(6,)

*Instructors Note: For more information refer to the pamphlet, "Classroom Climate" as listed in the end-notes

A. Teachers that can choose their own textbooks need to look for non-sexist literature and give credibility to the new influx of women writers in their fields of study or unrecognized women authors of the past

B. If no choice over the assigned textbook, then openly address the sex-bias present in the texts with your students

C. Teachers need to incorporate non-sexist materials, books, activities, and lessons on a continual basis in the day to day teaching of children

D. Non-sexist teaching must direct attention to the stereotypes and problems that affect boys as well as girls

E. Non-sexist teaching should go beyond the classroom and directly facilitate a partnership between the teacher and parents and community members

OBJECTIVE 6: Identify sources of collecting information on their teaching habits(7.)

*Instructors Note: Same as the previous I.N.

A. Teachers should set up a video or audio recorder or trade off with another teacher and observe each other

B. What should be observed:
   1. Attention given to both boys and girls--count the number times teacher interacts with each
   2. Distinguish between teacher interactions that praise stu nts and those that critize students(male separate from female)
   3. Tally the distribution of questions given to boys and girls
   4. How much effort, in terms of discipline, did the teacher direct towards the boys and to the girls

OBJECTIVE 7: Define the six forms of sex bias in literature and have them apply this knowledge to the worksheet(8.) & (9.)

A. Invisibility--women are underpresented in curricular materials and this implies that they are of less value, importance, and significance in our society and culture, past, present and in the future.
   1. Count the number of male figures in history, literature and especially in children's books
   2. Look at cartoons on T.V.(Batman, Cosby Kids, Bugs Bunny, Superman, etc.)

B. Stereotyping--Textbooks, by assigning traditional and rigid roles or attributes to women, limit the potentials and abilities of women. Both boys and girls see themselves portrayed only in stereotypic ways and may internalize those stereotypes and fail to develop their own unique abilities, interests, and full potentials

C. Imbalance and Selectivity--Textbooks perpetuate bias by presenting only one interpretation of an issue, situation, o group of people. As a result, millions of students have bee given limited perspective concerning the contributions, struggles, and participation of women in our society
   1. Bra-burning was used by the media to be a major event of the feminist movement
   2. In history books--more emphasis on the length of women's skirts(style and fashion) than on the Suffrage Movement

D. Unreality--Textbooks frequently present an unrealistic portrayal of our history and our contemporary life experience. Controversial topics are glossed over and discussions of discrimination and prejudice are avoide. This unrealistic coverage denies children the information they need to recognize, understand, and perhaps some day conquer the problems that plague our society--look at the traditional American family as an example:
   1. 30% of families are headed by a single parent
   2. 1 of every 17 kids live in a single-parent family
   3. Only 7% of families today have the father who works and the mother who stays home to raise the children

E. Fragmentation and Isolation--By separating issues related to women from the main body of the text, instructional materials imply that these issues are less important than and not a part of the cultural mainstream
   1. Textbooks set off issues dealing with women with differen colored type or boxed-off lines

F. Linguistic Bias--Curricular materials reflect the discriminatory nature of our language. Masculine terms such as "our forfathers", mailman, and pronouns such as the generic "he" deny the participation of women in our society

*Instructors Note: Teachers using this Curriculm Unit are encouraged to supplement their lecture with their own personal experiences, and any other data that they may acquire on the subject.

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Notes

[1] Florence Howe, "Educating Women: No More Sugar and Spice," Saturday Review, 16 Oct. 1971, p. 2.

[2] Myra Pollack Sadker and David Miller Sadker, Sex Equity Handbook for Schools (New York & London: Longman Inc., 1982), pp. 1-2.

[3] Sadker, pp. 96-100.

[4] Roberta M. Hall, "The Classroom Climate: A Chilly One for Women," Project on the Status and Education of Women, Feb. 1982.

[5] Marjorie B. U'Ren, "The Image of Women in Textbooks," in Women in Sexist Society, ed. Vivian Gormick and Barbara K. Moran (New York: Basic Books, 1971).

[6] Sadker, pp. 133-38.

[7] Sadker, pp. 120-23.

[8] Sadker, pp. 62-73.

[9] Joyce S. Kaser, Myra Pollack Sadker, and David Miller Sadker, Guide for Sex Equity Trainers (New York & London: Longman Inc., 1982), p. 55.

Typical Sex Role Stereotypes for:

Men	Women
aggressive, dominant	passive
strong	weak
don't show emotion	emotional
rational	irrational
ambitious	not ambitious
providers	nurturing / gentle
independent	dependent
competetive	not competetive
dress for themselves	dress for others
sexually aggressive	sexually passive
logical / level headed	excitable / not logical
math / science / business	English / home ec / Social Scienc
adventuresome	not adventuresome
wordly	not worldly
mechanical skills	domesticity
leaders	followers
old boys system	submissive
	don't like each other

Sexist Math: Why Women Don't Count In Classroom

by Joan Beck

> *"All abstract speculations, all knowledge which is dry, however useful it may be, must be abandoned to the laborious and solid mind of man'. . . for this reason women will never learn geometry."*
> *– Immanuel Kant*

Is it fact or myth or another example of sexist conditioning that females don't do as well in math as males?

Several researchers have been studying the question, some with grants from the National Science Foundation, and seven reported their findings at the recent Boston meeting of the American Association for the Advancement of Science.

Girls have just about as much interest in things mathematical and do just about as well as boys until they get to junior high school, these researchers, and others, have found.

Then, at about age 13, things change. Boys begin to make better grades in math classes than girls and the gap widens with every year. Girls opt out of advanced math courses. They fail to score as well as boys on math tests and on the math portion of the Scholastic Aptitude Test which influences college admission.

By the first year of college, more than 90 percent of girls lack qualifications for the beginning calculus sequence required of all science majors and are effectively shut off from many possible careers. And women are even more underrepresented in the field of mathematics itself than in other scientific professions. Fewer than 10 percent of mathematicians are women, as are fewer than 5 percent of tenured math professors.

Researchers can't find any genetic sex differences involving mathematical or related abilities. But they have documented deeply ingrained attitudes and stereotypes about females and math which seem to explain why Joannie can't calculate.

Girls begin to switch off on math when they no longer have good role models, researchers note. Most high school math teachers are male. Mothers tend to let fathers help with the math homework. Boys are more often encouraged to see themselves in future roles that require math than are girls.

Most important, by the time they reach high school, most girls are well aware that boys don't make passes at top girls in math classes and they decide popularity is more important than trigonometry.

Male math teachers tend to intimidate girls and embarrass them in class, researchers found. They are four to five times more likely to encourage boys than girls, to help them over rough spots, to urge them to take advanced courses. At college level, this failure to encourage often turns into active discouragement.

[A classmate of mine got a final grade of C in an accounting course where most of her semester's work had been A. When she asked the professor why, he told her frankly he knew she must have cheated because women are simply not capable of making A's in accounting. That same senior semester, she scored third, nationally, in the exceedingly difficult exams for Certified Public Accountant.]

The male sex stereotyping of math must be ended, researchers at the American Association for the Advancement of Science conference urged. It's not just a matter of educating women to find the most economical box size or even of turning out more female mathematicians. But math serves as a filter to screen women out from what could be worthwhile careers in every branch of science.

The researchers at the AAAS meeting had several recommendations. They urged holding math teachers accountable for what they term "sexist and intellectual sadism" directed at females in the classroom. They called for more affirmative action to increase the number of women math teachers and for more scholarships in math and science fields for women. They asked that parents encourage girls in mathematical activities [studies show they give sons more math-based games than daughters] and that they point out to girls the value of high school math in career plans.

What it adds up to is this: When it comes to women and math, parents and teachers should stop saying Kant.

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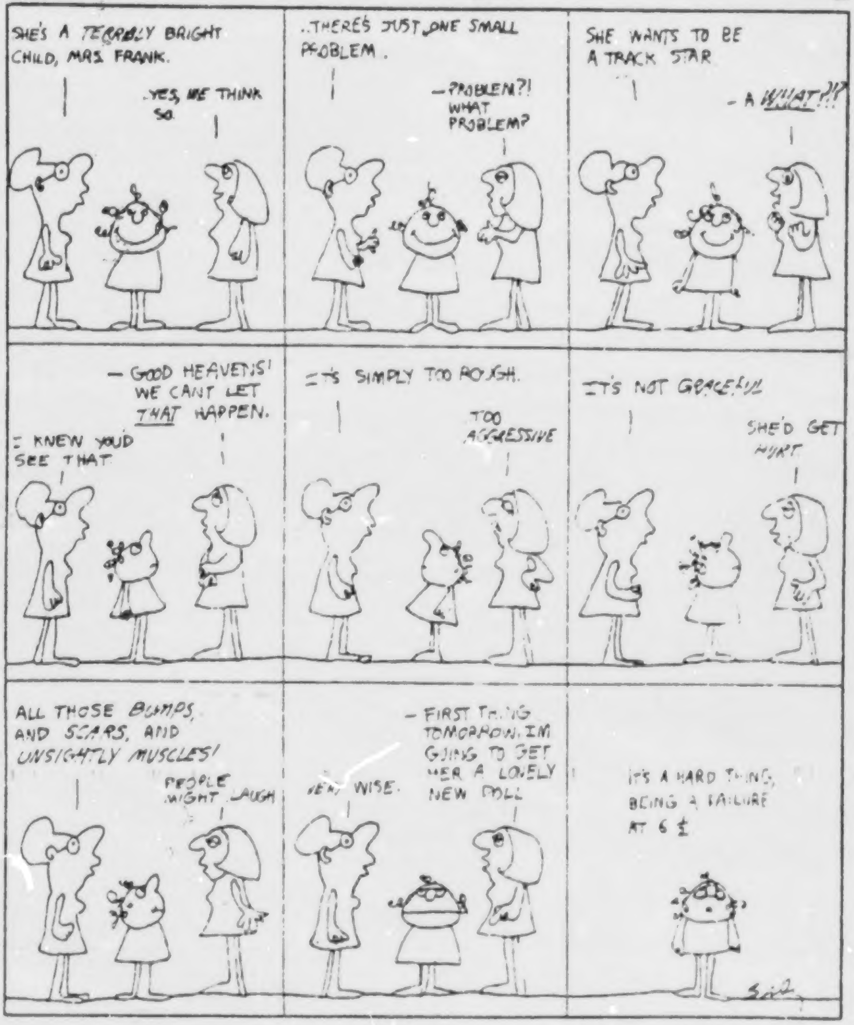
SHE'S A TERRIBLY BRIGHT CHILD, MRS. FRANK.
..YES, WE THINK SO.
..THERE'S JUST ONE SMALL PROBLEM.
– PROBLEM?! WHAT PROBLEM?
SHE WANTS TO BE A TRACK STAR
– A WHAT?!!
– GOOD HEAVENS! WE CAN'T LET THAT HAPPEN.
I KNEW YOU'D SEE THAT
IT'S SIMPLY TOO ROUGH.
TOO AGGRESSIVE
IT'S NOT GRACEFUL
SHE'D GET HURT
ALL THOSE BUMPS, AND SCARS, AND UNSIGHTLY MUSCLES!
PEOPLE MIGHT LAUGH
VERY WISE.
– FIRST THING TOMORROW, I'M GOING TO GET HER A LOVELY NEW DOLL
IT'S A HARD THING, BEING A FAILURE AT 6 ½

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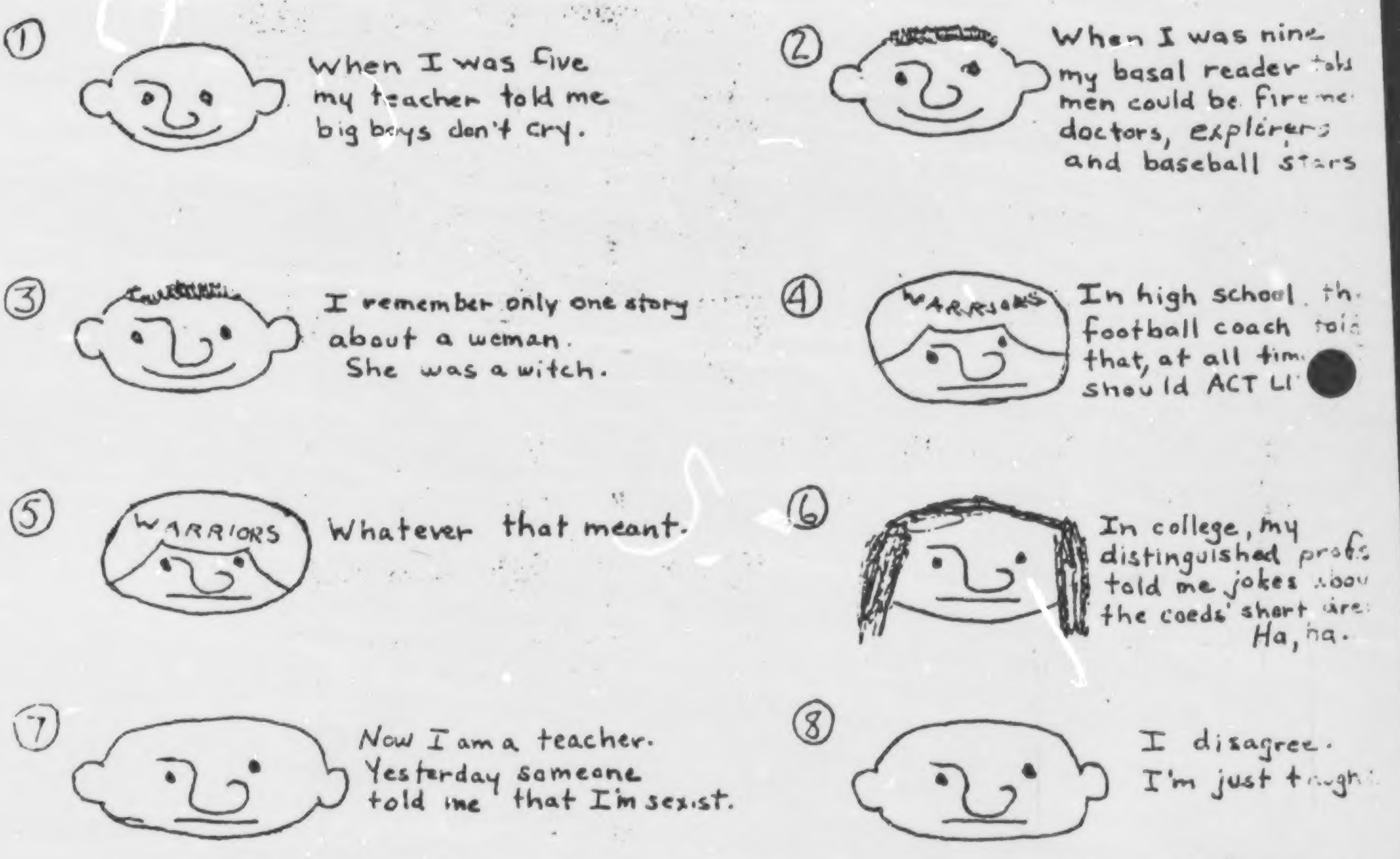
LEARNING PACKET FIVE

EDUCATORS: MAKING A DIFFERENCE


①
When I was five my teacher told me big boys don't cry.
②
When I was nine my basal reader told men could be fireme doctors, explorers and baseball stars
③
I remember only one story about a weman. She was a witch.
④
WARRIORS
In high school th football coach told that, at all tim should ACT LI
⑤
WARRIORS
Whatever that meant.
⑥
In college, my distinguished profs told me jokes abou the coeds' short are Ha, ha.
⑦
Now I am a teacher. Yesterday someone told me that I'm sexist.
⑧
I disagree. I'm just tough

-- Donovan, 197

SAMPLE WORKSHOP ONE
MATERIALS AND METHODS: SEX EQUITY IN THE CLASSROOM

Worksheet #2
Test Your Recognition of Sex Bias in Texts*

rections: Read each excerpt and determine if sex bias is present. you find bias, indicate which form is present. By the way, as is e case in so many of our textbooks, you may come across more than st one form of bias in each excerpt. Finally, assume the role of thor and rewrite the excerpt so that bias is no longer reflected.

se 1 "The contemporary farmer is radically different from the frontiersman of the past. He is knowledgeable in a complex, scientific endeavor, and his livelihood is dependent upon his efficiency."

Is sex bias present?

What form of sex bias is present?

Suggested revision:

se 2 "Soon after John arrived home from school, he received a call from his father who said that he would be leaving the office later than usual. It was up to John to start dinner."

Is sex bias present?

What form of sex bias is present?

Suggested revision:

se 3 "Sam led, and Helen went after him. Helen held his hand in a hard grip. She was timid in the darkness. . . Helen fell and Sam helped her get up."

Is sex bias present?

What form of sex bias is present?

Suggested revision:

se 4 "The organized movement to win rights for women arose earlier in the United States than in any other nation, not because American women enjoyed so few privileges, but because they had so many that they demanded more."

Is sex bias present?

What form of sex bias is present?

Suggested revision:

Case 5 "Women in our society are already demanding new roles. By 2000, they may have complete equality with men. They will probably do as much work outside the home as men do. They will receive the same salaries. By 2000, women may also have equal social and political rights. There may be more women in government positions. Perhaps by then there will be a woman president. Many experts think that by 2000 the old saying, 'A woman's place is in the home,' will no longer apply."

Is sex bias present?

What form of sex bias is present?

Suggested revision:

Case 6 "The firefighters and police officers held a press conference to explain their grievances. The union president acted as spokesperson as she read the grievances to the reporters."

Is sex bias present?

What form of sex bias?

Suggested revision:

Case 7 "The last chapter of a social studies textbook is devoted to American life during the 1970s. It includes the following topics: The Economy, New Space Explorations, Contributions of Contemporary Women, Domestic Politics, Foreign Policy Decisions, Scientific Achievements and the Energy Crises."

Is sex bias present?

What form of sex bias?

Suggested revision:

These case studies and others are found in Chapter 3 of the Sex quity Handbook for Schools by Myra Pollack Sadker and David iller Sadker (New York: Longman, Inc., 1981).

QUIZ ON WOMEN IN THE WORLD OF WORK

As taken from: Myra Pollack Sadker, David Miller Sadker, Sex Equity Handbook for Schools, (New York, Longman, 1982), pp.29-56.

1. What percentage of American women are in the labor force?

   a. 20 percent
   b. 35 percent
   c. 55 percent
   d. 75 percent

2. On an average, women in the labor force earn

   a. roughly the same as men
   b. more than men do
   c. 86 cents for every dollar earned by men
   d. 59 cents for every dollar earned by men

3. What percentage of working women are in managerial or professional jobs?

   a. 19 percent
   b. 30 percent
   c. 45 percent
   d. 70 percent

4. Why do most women work?

   a. to get out of the house
   b. they need the money
   c. to buy extras
   d. to develop careers

5. What percentage of working women are married and living with their husbands?

   a. 80 percent
   b. 10 percent
   c. 50 percent
   d. 20 percent

6. What percentage of women with children between 6 and 17 years of age are employed?

   a. 50 percent
   b. 10 percent
   c. 80 percent
   d. 15 percent

7. The average married woman is likely to work outside the home for

   a. 3 years
   b. 5 years
   c. 15 years
   d. 25 years

8. The average unmarried woman is likely to work for

   a. 45 years
   b. 30 years
   c. 60 years
   d. 25 years

9. Which of the following groups is most likely to be unemployed though looking for work?

   a. minority teenage men
   b. minority teenage women
   c. minority adult men
   d. minority adult women

10. What portion of girls in high school today can expect to be part of the labor force?

    a. 70 percent
    b. 90 percent
    c. 60 percent
    d. 50 percent

11. What percentage of 17-year-old girls list "housewife" as their first choice for a career?

    a. 28 percent
    b. 73 percent
    c. 18 percent
    d. 3 percent

12. Roughly what percentage of American families today consist of a father who works and a mother who stays home to raise the children?

    a. 87 percent
    b. 7 percent
    c. 67 percent
    d. 27 percent

13. By what percentage did the number of women in the workforce increase between 1950 and 1978?

    a. 50 percent
    b. 100 percent
    c. 80 percent
    d. 130 percent

14. If current trends continue, what percentage of the labor force will be female in the year 2000?

    a. 50 percent
    b. 85 percent
    c. 25 percent
    d. 35 percent

QUIZ ON WOMEN IN THE WORLD OF WORK (ANSWERS)

1.	c	8.	a
2.	d	9.	b
3.	a	10.	b
4.	b	11.	d
5.	c	12.	b
6.	a	13.	d
7.	d	14.	a

Give yourself ten points for every correct answer.

A score of 120-140 points shows that you are exceptionally knowledgeable (or that you have a job collecting statistics about women).

A score of 70 to 110 is still pretty good, and you are observant and well informed about what's going on around you.

A score of 60 or less is poor. You need to wake up and get into the mainstream of a world that is changing every minute.

SUSAN B. WHO? (ANSWERS)

1.	e	6.	a	11.	g
2.	b	7.	m	12.	d
3.	h	8.	f	13.	l
4.	n	9.	k	14.	c
5.	i	10.	o	15.	j

Sexual Stereotypes and Biases in Society

Prepared for Mitchell Sakofs
University of Colorado/
School of Education
By Margaret Herring

Instructor: Margaret V. Herring
Discipline: Teacher Education
Grade Level: University
School: University of Colorado, Boulder
Date: Fall, 1982

Format: Lecture/discussion/exercises
Time Frame: two 50 minute periods
Supplementary materials: exercise on women in the work place, exercise on women in history, reading list for further research

GOAL: The purpose of these two lectures is to make the class more aware of sexual stereotypes and biases in society and in the classroom and what their affects are. Development of non-sexist teaching techniques and behaviors will also be discussed.

OBJECTIVES:

1. To understand the most commonly held assumptions about sex appropriate roles, jobs, and behavior for males and females and what the effects of these stereotypes are.
2. Be able to identify the six forms of sex biases in textbooks and discuss the affects of these biases on children.
3. Be able to develop non-sexist teaching techniques and non-sexist behavior for the classroom and understand how to choose adequate, non-sexist supplementary materials for teaching in a non-sexist classroom.

OBJECTIVE 1: To understand the most commonly held assumptions about sex appropriate roles, jobs, and behavior for males and females and what the effects of these stereotypes are.

A. Go over the Quiz on Women in the World of Work[1] that was passed out in the class meeting before this one.
B. Define 'sexism' according to the text used in the class.
    1. "the prescribing and limiting of roles for either sex."[2]
C. Ask the students to make a list on the board of what they think are the most prevalent sex role stereotypes for males and females.

	FEMALE		MALE
1.	passive	1.	aggressive/dominant
2.	weak	2.	strong
3.	emotional	3.	don't show emotions
4.	irrational	4.	rational
5.	not ambitious	5.	ambitious
6.	nurturing/gentle/helpful	6.	providers
7.	dependent	7.	independent
8.	not competetive	8.	competetive
9.	dress for others	9.	dress for themselves
10.	sexually passive	10.	sexually aggressive
11.	English/home ec/social sciences	11.	math/science/business/engineering
12.	excitable/not logical	12.	logical/level headed
13.	not adventuresome	13.	adventuresome
14.	not worldly	14.	worldly
15.	domestic	15.	mechanical skills

FEMALE (cont'd)	MALE (cont'd)
16. followers	16. leaders
17. submissive	
18. don't like each other	

D. Discuss female assumptions and their effects.[3]

1. Women's place is in the home
    a. A woman should only have job skills to fall back on in case she must work. If she must get a job, it should be one of a nurturer, helper, or supporter.
    b. Effects:
        1. A female student's education is limited because she has no need to take calculus, physics, chemistry, auto mechanics, or welding because her only role is to be nurturant, supportive and helpful. This limits what careers are open for a woman because of her lack of knowledge in other areas. This limits her career options to being a mother, a teacher, a nurse, a hairdresser, a maid or a social worker rather than an engineer, an accountant, a welder, a carpenter, an architect, a business executive, typical male careers.
        2. Since a woman's only basic goal in life should be to "catch" a husband, then she has no reason to plan for college or a career. This limits her true potential for a productive and self-fulfilling future in a career of her choice.
2. Women are physically, emotionally, and intellectually inferior to men
    a. According to human history, the only contribution to society made by women was to have babies. Women have also traditionally been taken care of and "protected" by men. This belief hinders a woman's potential by placing her in a position where she feels that she needs protecting and her only task in life is to bear children. By emphasizing this to women, they begin to feel worthless and helpless to society. The result is often low self-esteem, anxiety and learned helplessness.
    b. Effects:
        1. If women are physically inferior, then they don't need sports or athletic programs. This prevents women from having extra curricular activities in schools and it hinders them from developing and/or enhancing special talents they may have in some area of sports.

2. If women are emotionally unstable, then they should not be in leadership positions in classes or clubs. This hinders women's development of leadership skills and abilities. This limits them and their futures in regards to career options. For many careers, leadership ability and experience is required and if women are not given the opportunity to hold leadership positions in clubs and classes, then they will be ineligible for these leadership positions later in life.

3. If women are intellectually inferior, then they have no need to master highly complex information, especially in politics, science, and technology. This belief hinders future career options for women by putting limitations on their educational qualifications for complex and intellectual fields. Women would have more and better career opportunities if they were learned in the areas of politics, science, and/or technology.

3. Women should cultivate traditionally feminine characteristics

a. Women who adopt conventional male modes of behavior: ambition, decisiveness, ability to be challenged, independent and intelligence; rather than typically feminine modes of behavior: being differential, being accomodating, being restrainable, and accepting; they are scorned, mocked, or pitied for their chosen behavior.

b. Effects:

1. A female student will be reinforced for her attractiveness, sweetness, attentiveness, neatness, and her quietness in order to force her into learning how to exhibit "proper" feminine behavior. She is also discouraged from being physical and intelligent, typical male behaviors, otherwise she will be ridiculed by her peers and teachers and possibly even punished for her inappropriate behavior.

2. Therefore, female students learn very early that social expectations for their development limit them to traditional education and career patterns. This limits females by only preparing them to accept traditional roles and jobs im adulthood rather than preparing them to explore all the options and opportunities that are open to them according to their individual talents and interests.

E. Discuss male assumptioms and their effects[4]

1. Men must be competitive, strong, aggressive and ambitious

- a. Men should possess these qualities in order for them to achieve in school or in the work force.
- b. Affects:
  - 1. These expectations put a lot of pressure on males because they are expected to achieve so highly to eventually get the highest paying job in order to properly support their future family.
  - 2. These pressures to fulfill a traditional role can cause a lot of suffering in males and result in a loss of personality and work options.
    - a. A man could be an insurance agent and very bored with his job but he can't change jobs just because he is bored because he needs the income to support his family.
    - b. If later in life, a man decides that he would like to pursue a career in law and wants to go to law school, he can't, because there wouldn't be any income to support the family while he is in school.
  - 3. There are also health hazards associated with the expectations put on males to achieve, be competetive, strong, aggressive and ambitious.
    - a. Males tend to have a higher mortality rate than females because of the pressure put on them by society.
    - b. Males also have a higher suicide and accident rate than females.

2. Men are expected to always do well in school, especially in math and science
   - a. In the classroom, males are expected to do better than their female counterparts and this does not always occur.
     - 1. At age six, a male is twelve months behind his female counterpart.
     - 2. By age nine, females are ahead of males, academically, by eighteen months.
     - 3. Later on, these figures change and males begin to pass females in regards to their academic potential, but this does take a few years.
     - 4. Males are also given eight to ten more prohibitory messages from their teachers than their female classmates.
     - 5. All in all, these expectations result in a loss of academic potential for males.
   - b. All the things listed, in 2.a. above, cause a great deal of underachievement among males because there is so much pressure put on them to achieve in school.
     - 1. This results in a five times higher rate among males of:
       - a. maladjustment
       - b. truancies
       - c. delinquency
       - d. inattentiveness
       - e. rebelliousness
     - 2. Male students also have three times more trouble with reading than female students and this is not

always noticed by our schools' undertrained teachers.

3. Males are not taught to be social, nurturant or emotional because these qualities have traditionally been associated with females
    a. Males are taught from birth to suppress their emotions such as fear and sadness. Males are supposed to be "fearless, tearless, strong and never" lose their calm, cool and collected demeanor.
    b. Since males have been taught to hide and suppress their emotions for so long, they are unable to discern their own feelings. Thus, they are fooling themselves along with everyone else.
    c. The male loss of nurturant qualities is evident in their unwillingness and lack of knowledge in regards to domestic life and child rearing.
        1. Males are seldom, if ever, taught how to be fathers as females are taught, at an early age, how to be mothers. Because of this, males miss out on the raising of their own children. This is especially true when males are expected to earn the money to support the family.
            a. Fathers spend approximately one hour a day with their children as compared to the many hours that mothers spend with their children.
    d. Many males have never been taught simple domestic tasks as:
        1. cooking
        2. house cleaning
        3. washing and ironing clothes

        so how can they be expected to take care of themselves if they choose not to marry?

OBJECTIVE 2: Be able to identify the six forms of sex biases in textbooks and discuss the affects of these biases on children.

A. Define the six forms of sex biases in textbooks.[5]
    1. Invisibility
        a. Susan B. Who?[6] exercise that was passed out the previous class meeting should be gone over here as an example of how to supplement a biased history text.
        b. Definition: Invisibility deals with the underrepresentation of women and minority groups in classroom materials. By doing this, there is an implication that these groups are of less value, less importance, and less significance in our society.
    2. Stereotyping
        a. Definition: Stereotyping, as stated earlier, is the assigning of traditional roles to either sex. Educational materials tend to limit the potential and abilities of a group when they exhibit this form of bias. Stereotyping denies students the knowledge of

the diversity, complexity, and variation that can occur within a group. This may also cause students to fail to see or develop their own unique abilities, interests and potential.

3. Imbalance/Selectivity
   a. Definition: Through imbalance/selectivity, textbooks tend to only present one interpretation of an issue, situation or group. The imbalance in textbooks restricts the knowledge that a student can acquire from the text. The selectiveness of the materials being presented distorts reality and ignores complex and differing viewpoints.
4. Unreality
   a. Definition: When textbooks give an unrealistic account of our history and our present life experience, they are avoiding and overlooking discrimination and prejudice, thus denying our children the information they need to recognize and understand societal problems in order to change things for their future.
5. Fragmentation/Isolation
   a. Definition: Fragmentation/Isolation is present when materials on women and minorities are separated from the main stream of the text or instructional materials. This implies to the reader that these issues are insignificant and unimportant. This technique is generally done by placing this supposedly trivial information inside little boxes that seldom, if ever, get read.
6. Linguistic Bias
   a. Definition: The linguistic bias generally consists of the generic "he" and occupations such as "mailman" that denies a woman acceptance into the field because of the title. The lack of word order and lack of parallel terms that refer to both females and males are also examples of the linguistic bias.
   b. Pages 224-225 of the class textbook, Foundations of Education Social Perspectives by Van Scotter, Kraft and Haas, gives a good discussion of what the linguistic bias consists of.
   c. Ask the class to give examples of non-sexist alternatives to the following common words and phrases:

mankind	humanity, human beings, human race, people
primitive man	primitive people, primitive men and women
manmade	artificial, synthetic, manufactured
congressman	member of congress, representative
businessman	business executive, business manager
fireman	firefighter
mailman	male carrier, letter carrier
salesman	sales representative, sales person, sales clerk
insurance man	insurance agent
statesman	leader, public servant
chairman	the presiding officer, the chair, head, leader, coordinator, chairperson, moderator
policeman	policeofficer

OBJECTIVE 3: Be able to develop non-sexist teaching techniques and non-sexist behavior for the classroom and understand how to choose adequate, non-sexist supplementary materials for teaching in a non-sexist classroom.[8]

A. Discuss the types of supplemental materials that are available for the classroom.[9]
   1. textbooks
   2. workbooks
   3. pamphlets
   4. anthologies
   5. encyclopedias
   6. tests
   7. films/filmstrips
   8. supplementary books
   9. paperbacks
   10. programmed instructional systems
   11. dictionaries
   12. reference books
   13. classroom periodicals

B. Unconscious discrimination that most teachers exhibit.[10]
   1. Examples that teachers use generally have more males in them than females.
   2. Some teachers may ask a question of the entire class and then look only at the male students.
   3. Teachers sometimes tend to ask female students lower and easier questions than they ask the male students.
   4. Teachers tend to interrupt their female students more often than their male students. They also tend to let the male student speak out and finish out his thoughts when answering a question and then rush a female student when she is thinking.
   5. Teachers tend to have better eye-contact with their male students along with different gesturing, voice tone and modulation towards the male students in the class.
   6. Many teachers tend to group their students according to their sex. Boy-girl style or all girl lines and all boy lines.
   7. Favoring males by choosing them as assistants is often done by teachers.
   8. Teachers tend to give more detailed instructions to their male students and then let them go it alone, whereas they tend to help their female students out more whether they need the help or not.

C. Behavior to avoid in the classroom.
   1. sexist humor
   2. comments that exhibit incompetence of either males or females
   3. discriminating against scholarly female students
   4. questioning female students' comments

Notes

[1] Myra Pollack Sadker and David Miller Sadker, Sex Equity Handbook for Schools (New York, NY: Longman, 1982), pp. 29-56.

[2] Richard D. Van Scotter, Richard J. Kraft and John D. Haas, Foundations of Education: Social Perspectives (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1979), p. 211.

[3] The information in this section was taken from Sadker and Sadker, pp. 10-14.

[4] The information in this section was taken from the following two sources: Sadker and Sadker, pp. 228-240 and Doug Thompson, As Boys Become Men: Learning New Male Roles (Denver, CO: University of Colorado at Denver, Institute for Equality in Education, 1980), pp. 59-63.

[5] The information in this section was taken from the following source unless otherwise noted: Sadker and Sadker, pp. 72-73.

[6] Ibid., pp. 63-89.

[7] Ibid., p. 72.

[8] Ibid., pp. 96-112.

[9] Ibid., pp. 61-62.

[10] Roberta M. Hall, The Classroom Climate: A Chilly One for Women? (Washington, D.C.: Association of American Colleges, Project on the Status and Education of Women, 1982), pp. 6-12.

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QUIZ ON WOMEN IN THE WORLD OF WORK

As taken from: Myra Pollack Sadker, David Miller Sadker, Sex Equity Handbook for Schools, (New York, Longman, 1982), pp.29-56.

1. What percentage of American women are in the labor force?

    a. 20 percent
    b. 35 percent
    c. 55 percent
    d. 75 percent

2. On an average, women in the labor force earn

    a. roughly the same as men
    b. more than men do
    c. 86 cents for every dollar earned by men
    d. 59 cents for every dollar earned by men

3. What percentage of working women are in managerial or professional jobs?

    a. 19 percent
    b. 30 percent
    c. 45 percent
    d. 70 percent

4. Why do most women work?

    a. to get out of the house
    b. they need the money
    c. to buy extras
    d. to develop careers

5. What percentage of working women are married and living with their husbands?

    a. 80 percent
    b. 10 percent
    c. 50 percent
    d. 20 percent

6. What percentage of women with children between 6 and 17 years of age are employed?

    a. 50 percent
    b. 10 percent
    c. 80 percent
    d. 15 percent

7. The average married woman is likely to work outside the home for

    a. 3 years
    b. 5 years
    c. 15 years
    d. 25 years

[illegible] The average unmarried woman is likely to work for

a. 45 years
b. 30 years
c. 60 years
d. 25 years

9. Which of the following groups is most likely to be unemployed though looking for work?

a. minority teenage men
b. minority teenage women
c. minority adult men
d. minority adult women

10. What portion of girls in high school today can expect to be part of the labor force?

a. 70 percent
b. 90 percent
c. 60 percent
d. 50 percent

11. What percentage of 17-year-old girls list "housewife" as their first choice for a career?

a. 28 percent
b. 73 percent
c. 18 percent
d. 3 percent

12. Roughly what percentage of American families today consist of a father who works and a mother who stays home to raise the children?

a. 87 percent
b. 7 percent
c. 67 percent
d. 27 percent

13. By what percentage did the number of women in the workforce increase between 1950 and 1978?

a. 50 percent
b. 100 percent
c. 80 percent
d. 130 percent

14. If current trends continue, what percentage of the labor force will be female in the year 2000?

a. 50 percent
b. 85 percent
c. 25 percent
d. 35 percent

SUSAN B. WHO?

As taken from: Myra Pollack Sadker, David Miller Sadker, Sex Equity Handbook for Schools, (New York, Longman, 1982), p. 63-89.

_____ 1. Prudence Crandall

_____ 2. Mary Berry

_____ 3. Sor Juana Ines de la Cruz

_____ 4. Patricia Harris

_____ 5. Dixie Lee Ray

_____ 6. Harriet Tubman

_____ 7. Alice Paul

_____ 8. Lupe Anguiano

_____ 9. Susan B. Anthony

_____ 10. Betty Friedan

_____ 11. Maria Tallchief

_____ 12. Maria Goeppert-Mayer

_____ 13. Wilma Rudolph

_____ 14. Chien-Shiung Wu

_____ 15. Margaret Mead

a. An organizer of the Underground Railroad during the Civil War

b. First woman president of a major state university

c. Nuclear physicist

d. Winner of Nobel Prize for Physics in 1963

e. Established a school for black girls in Connecticut prior to the Civil War

f. Responsible for the creation of several Hispanic women's coalitions

g. Classic ballet dancer in the 1940s and 1950s

h. Author of a rationale for educating women in the fifteenth century

i. Governor of Washington, former head of Atomic Energy Commission

j. Anthropologist, psychologist, writer, lecturer, and teacher

k. Leader in the struggle for wommen's rights during the nineteenth century

l. U.S. runner who won three Olympic gold medals in 1960 for field and track

m. Militant suffragist who organized parades and demonstrations in the nation's capital

n. First black woman to be appointed an ambassador and later a member of the U.S. Cabinet

o. Author of The Feminine Mystique and one of the founders of the National Organization for Women (N.O.W.)

QUIZ ON WOMEN IN THE WORLD OF WORK (ANSWERS)

1.	c	8.	a
2.	d	9.	b
3.	a	10.	b
4.	b	11.	d
5.	c	12.	b
6.	a	13.	d
7.	d	14.	a

Give yourself ten points for every correct answer.

A score of 120-140 points shows that you are exceptionally knowledgeable (or that you have a job collecting statistics about women).

A score of 70 to 110 is still pretty good, and you are observant and well informed about what's going on around you.

A score of 60 or less is poor. You need to wake up and get into the mainstream of a world that is changing every minute.

SUSAN B. WHO? (ANSWERS)

1.	e	6.	a	11.	g
2.	b	7.	m	12.	d
3.	h	8.	f	13.	l
4.	n	9.	k	14.	c
5.	i	10.	o	15.	j

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Combatting Sexism in an Educational Environment

Prepared for John Haas
University of Colorado/
School of Education
By Erika Shedlovsky and Kelly Wilkerson

WmSt 304
April 1982

by Erika Shedlovsky and Kelly Wilkerson

Lesson Plan for WmSt 304
Instructor: John Haas
Discipline: Education
Grade Level: University

Format: Lecture/discussion/exercises/film
Time Frame: two one-hour and 15-minute periods

GOAL: To give future teachers a framework with which to combat sexism in an educational environment.

OBJECTIVES FOR THIS UNIT: Students will

1. Gain an overall perspective on the issue of sexism in contemporary American society.
2. Be given a theoretical basis with which to analyze sexism in the classroom.
3. Become aware of the effects of sexist attitudes and actions in the classroom.

OBJECTIVE 1: Students will gain an overall perspective on the issue of sexism in contemporary American society.

A. The film, "...And Everything Nice," will be shown to give students insights into some of the ways sexism manifests itself in society. (1)
B. Instructor will discuss discrimination in general with the class, with particular emphasis on the social movements of the 1960s and the roots of the women's movement.
    1. Discrimination is perceiving or creating a difference which results in the differential treatment of an individual or group.
        a. Racial discrimination is deeply rooted in our culture.
            *Native Americans were cheated of land.
            *Blacks were brought to this country as slaves.
        b. Sexual discrimination is rampant as well.
    2. Victims of discrimination formed organizations and movements to stop inequitable treatment.
        a. The Civil Rights Movement went through many stages and strategies--all attempting to end discrimination.(2)
            *The NAACP lobbied for desegregation of the military, won the Brown vs. the Topeka Board of Education case, and pushed for the Civil Rights Act of 1964 (which prohibited discrimination in public accomodations or private employment on the basis of race or sex).
            *The Congress for Racial Equality (CORE) and its Student Non-Violent Coordinating Committee (SNCC) tried to solve problems within the black community without white participation and developed the concept of "Black Power".
            *Largely unorganized blacks took matters into their own hands in desperation and major race riots rocked the nation in the late 1960s.

b. Native Americans and Hispanics started their own movements during the 1960s.(3)
 *In 1961, members of 67 Native American tribes gathered in Chicago to write a 'Declaration of Indian Purposes' that called for the preservation of traditional Indian culture.
 *Hispanics had their own problems which included language barriers, economic exploitation, and problems with the U.S. Immigration Service.
 *The Chicano movement launched a non-violent crusade for social equality and justice for Hispanics.
 *One of the Chicano movements achievements was the successful grape boycott that led to a union contract for migrant farm workers.

c. College radicalism involved white, middle class youths who were also questioning the American status quo and accepted social institutions.(4)
 *The Vietnam War was a catalyst for campus violence and fostered the proliferation of groups such as the Students for a Democratic Society (SDS).
 *The special needs of women involved in radical politics (and the needs of minority women in particular) were being ignored by the male leadership of these movements.

C. Instructor will lecture on the contemporary women's movement.

1. The women's movement is comprised of many different groups and ideologies; but, all have the same basic belief--that women can't develop their full potential in society today.(5)
 a. The Movement first gained national attention in 1968 at the Miss America Pageant.
 b. The Movement attracted two types of groups initially--young radical women and established professional women.
 c. A schematic representation of the groups in the Movement illuminates the goals and means of the different factions. (see appendix one)
  *The National Organization of Women (NOW) was founded by Betty Friedan and focuses on legal inequities and formal rights.
  *Extreme groups often caught the media's eye even though they did not enjoy large constituencies.
  *The Redstockings group of New York City was one faction of the radical wing of the Movement. They believed that the liberation of women couldn't be achieved through the system and challenged many male institutions. This group experimented with untraditional leadership (not copying the hierarchical organization of male groups) and tried to develop a 'woman's culture'.
  *Consciousness-raising groups (CR) were a unique development that fostered the idea that the personal is political (i.e., the personal problems of individual women turned out to be collective problems).

2. The 'Bill of Rights' adopted at NOW's first national conference in 1967 have turned out to be the important issues of today. (Instructor leads class in discussion of these issues).(6)

        a. The Equal Rights Constitutional Amendment.
        b. The enforcement of laws banning sex discrimination in employment.
        c. Maternity leave rights in employment and in Social Security benefits.
        d. Tax deductions for home and child care expenses for working parents.
        e. The establishment of child day care centers.
        f. Equal and unsegregated education.
        g. Equal job training opportunities and allowances for women in poverty.
        h. The right of women to control their reproductive lives.

OBJECTIVE 2: Students will be given a theoretical basis with which to analyze sexism in the classroom.

A. Instructor will go over the 'sexist cycle' (see Appendix 2) and its implications.(7)
    1. 'Anatomy as destiny' is a catch-phrase that reflects the assumption that the capacities, interests, and talents of people are related to their class, color, and sex.
    2. These assumptions influence an individual's possibilities for adult achievement.

B. Instructor will present supporting research that reflects the harmful effects of sexism.(8)

*Mental health clinicians of both sexes were divided into three groups and presented with a checklist of personality traits. One group was asked to indicate the traits of a mature and competent male, one the traits of a normal female, and one the traits of an adult. Checklists for males and adults were very similar, but women were described quite differently--indicating that for a woman to be considered mature and healthy she must not act like a competent adult.

*A study of junior high school teachers asked faculty to list their expectations for their students. Good female students exhibited characteristics like these: appreciative, calm, mannerly, dependable, obliging, and thorough. Boys, by contrast, were described as: active, assertive, energetic, independent, and inventive.

* Studies show that teachers interact more with boys than with girls--both with negative and positive attention.

*The very language that we use ignores women. Both sexes assume the generic term 'man' refers only to men--quite logically.

OBJECTIVE 3: Students will become aware of the effects of sexist attitudes and actions in the classroom.

A. Instructor will give presentation on sexism in education.
    1. Three basic assumptions about women show up repeatedly in sexist materials.
        a. Womens' place is in the home.
        b. Women are physically, emotionally, and intellectually inferior to men.
        c. Women should cultivate traditionally feminine characteristics.

   2. Differential treatment of boys and girls can show up in all aspects of the educational environment.
B. Instructor will initiate a class discussion of personal experiences with differential treatment in their education.
C. Students will learn how to classify different types of sexual biases.(9)
   1. Invisibility- women and minorities don't even appear.
   2. Fragmentation/Isolation- often occurs in updated textbooks that add boxes and special sections about women and minorities, this information is thus trivialized and isn't accorded the same importance that the main text has.
   3. Imbalance/Selectivity- different skills are stressed for each sex.
   4. Unreality- curricular materials gloss over real social problems and inequities.
   5. Linguistic Bias- again, the generic terms 'man' 'he,' 'his,' etc. exclude women from language.
   6. Stereotyping- textbooks and teachers stereotype males and females based on assumptions about their roles.
D. Students will participate in an exercise on common stereotypes(10)
   1. The instructor will list several careers on the board: a basketball player, a hairdresser, an elementary school teacher, a secretary, etc.
   2. The instructor will lead the students in a discussion of the common stereotypes of each job or activity.
E. Students will learn to identify examples of sexism in specific educational fields.
   1. Stereotypes handicap women when the enter math and science classes. (11)
      a. Students are given a handout on women and math (see Appendix 3).
      b. Studies show that the assumption that women aren't good in math is false.
         *No study has conclusively shown that sex-related differences in math ability exist, although there are sex-related differences in achievement.
         * The gap in math ability doesn't show up until adolescence--a time when studies have shown that many girls consider studying math to be socially inappropriate.
         *Parents exert pressure on boys to study math, and exert pressure on girls not to.
      c. Girls and boys have different experiences in school athletics. (12)
         1) Sexist stereotypes of female athletes inhibit their participation in sports. (Discussion follows).
         2) Title IX has had a profound effect on athletics for women.
      d. Inadequate guidance counselling fails to prepare girls for the real world.(13)
         1) Students are given a handout on women in the workplace (see Appendix 4).
         2) Girls are often steered away from untraditional careers (usually the highest-paying jobs).
      e. Women are largely invisible in traditional history presentations.

1) Women's History is an emerging field that recognizes that the personal is historic.
2) A high school textbook in use at Fairview H.S. (Boulder) contains many examples of the invisibility of women.(14)
    - *The role of women in the Progressive Movement is dismissed with two paragraphs about the Suffrage Movement and a deferential tone about the Temperance Movement.
    - *The contributions of women during World War II are totally ignored.
3) Students are given a quiz on women in history and will discuss their knowledge of woman's role in history. (see Appendix 5)

F. Instructor will read Title IX to students.

*"No personal shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." (1972)

SOURCES

[1] "...And Everything Nice" is available from the CU Media Center and runs about 40 minutes long. It includes an interview with Gloria Steinem. The focus of the film is primarily on the women's movement and how it affected the 'average' woman. Consciousness-raising groups are seen discussing the problems women face.

[2] for a general discussion of the roots of racism, see, John A. Garraty, The American Nation (New York: Harper & Row, 1979), p. 72; on the specific problems of minority women, see, Donna Hart, "Enlarging the American Dream," in Sex Role Stereotyping in the Schools, ed. Elizabeth H. Werner, 2nd ed. (Washington, D.C.: National Education Association, 1980), p. 57.; Richard N. Current and Gerald J. Goodwin's A History of the United States (New York: Alfred A. Knopf, 1980), pp. 12-13 and p. 790 contains a good discussion of the civil rights movement.

[3] Current and Goodwin, p. 815 and p. 819.

[4] Ibid., p. 820-1.

[5] see Laurel Richardson, The Dynamics of Sex and Gender: A Sociological Perspective (Chicago: Rand McNally College Publishing Co., 1977), pp. 202-4; Mary Miles Frossard, Women's Liberation Social Movement in a Complex Society, University of Colorado thesis, July 28, 1972, p. 8; Sisterhood is Powerful, ed. Robin Morgan (New York: Random, House, 1970), p. 534; and Sara Evans, Personal Politics (New York: Alfred Knopf, 1979), pp. 212-32.

[6] Sisterhood is Powerful, p. 512.

[7] Rita Bornstein, "Sexism in Education,"in Sex Equity Handbook for Schools, ed. Myra Pollack Sadker and David Miller Sadker (New York: Longman, Inc., 1982), pp. 9-24.

[8] Richardson, pp. 8-10, and Bornstein, p. 20.

[9] "Forms of Sex Bias and Their Manifestations in the Classroom," in Sex Role Stereotyping in the Schools, ed. Elizabeth H. Weiner, 2nd ed. (Washington, D.C.: NEA, 1980), pp. 9-15.

[10] We the People: Sex Bias in American History, by the Women's Education Equity Act Program (Washington,D.C.: U.S. Department of Health, Education and Welfare, 1980), the idea for the exercise on stereotyping was developed based on information in this publication.

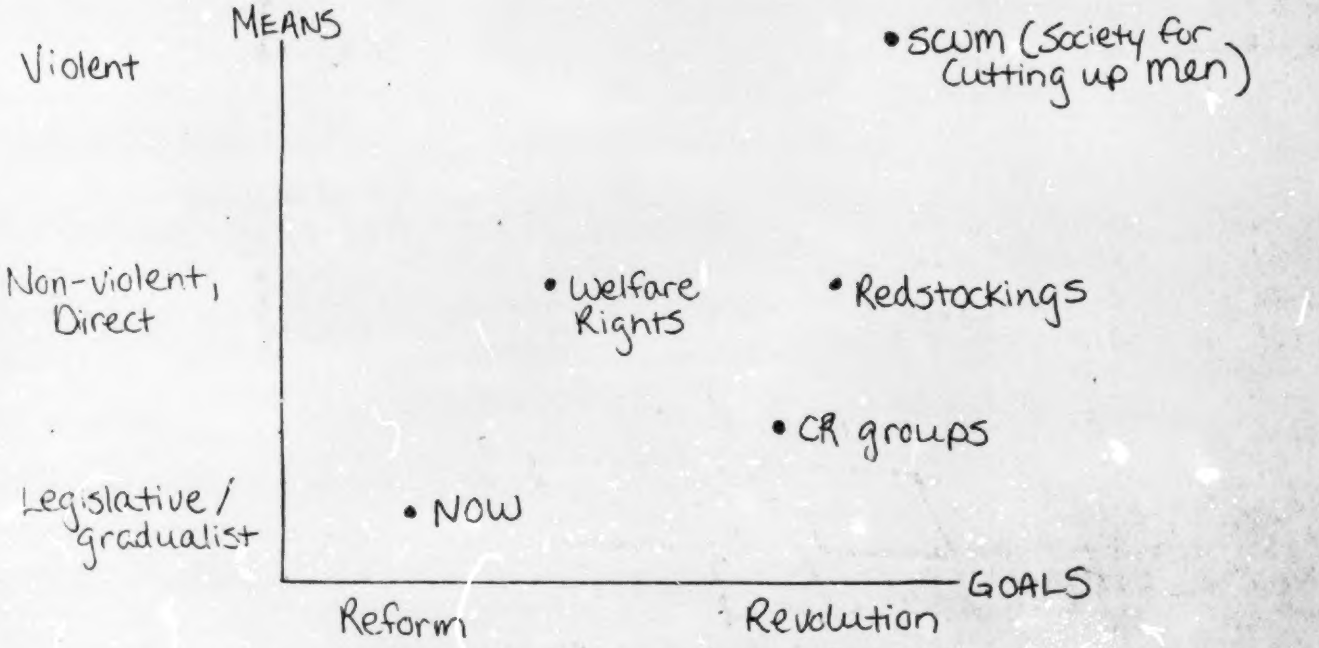
[11] Elizabeth Fennema and Julia A. Sherman, "Sexual Stereotyping and Mathematics Learning," in Sex Role Stereotyping in the Schools, pp. 29-32.

[12] see, Alexandra Kaplan and Mary Ann Sedney, Psychology and Sex Roles: An Androgynous Perspective (Boston: Little, Brown and Co., 1980), pp. 214-220; and Sadker and Sadker, pp. 22-3.

[13] Mary Ellen Verheyden-Hilliard, "Assisting the School-to-Work Transtion for Young Women: Who Needs the Counseling?," in Sex Role Stereotyping in the Schools.

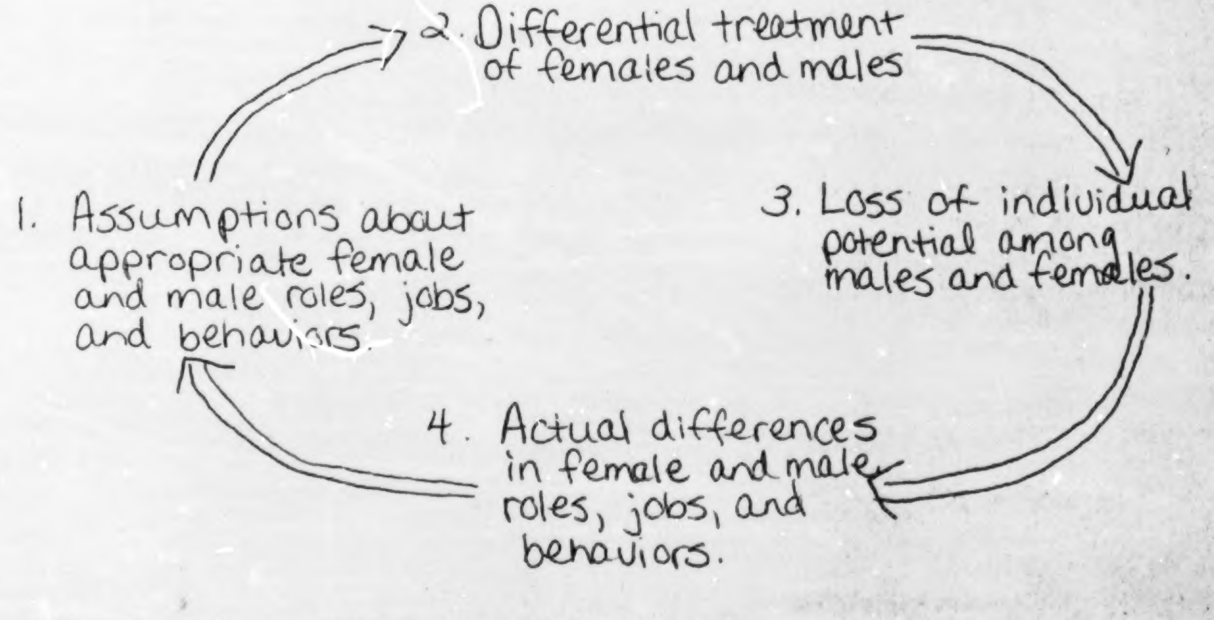
[14] Clarence Ver Steeg and Richard Hofstadter, A People and a Nation. (New York: Harper and Row, 1977).

APPENDIX 1



*Mary Miles Frossard, Women's Liberation Social Movement in a Complex Society, University of Colorado thesis, July 28, 1972, p. 8.

APPENDIX 2--THE SEXIST CYCLE


1. Assumptions about appropriate female and male roles, jobs, and behaviors.
2. Differential treatment of females and males
3. Loss of individual potential among males and females.
4. Actual differences in female and male roles, jobs, and behaviors.

*Rita Bornstein, "Sexism in Education," in Sex Equity Handbook for Schools, ed. Myra Pollack Sadker and David Miller Sadker (New York: Longman, Inc., 1982), p. 11.

APPENDIX 3

WOMEN AND MATHEMATICS FACT SHEET MELISSA GAVEND SPRING, 1982

MYTH: Females are innately less capable of learning mathematics then males.

THE TRUTH OF THE MATTER:

1. "A population of males who had spent more time studing mathematics has been compared to a population of females who had studied less mathematics."[1]

2. "The lack of successful role models, improper teaching and counseling approaches, strong social emphasis on other interests and life-styles, and. . . the lack of feminine content in textbook problems. . . has been shown to have its negative effect"[2]

3. "Two out of every three pictures in the math books surveyed were of males, and the examples given of females doing math were insulting and designed to reinforce the worst stereotypes."[3]

4. "The differential standards for mathematics achievement is communicated to boys and girls through differential treatment as well as differential expectation of success."[4]

5. "The problem with girls is not the ability to learn math but the willingness to study math."[5]

6. "Men in the Soviet Union are so accustomed to women's participating in all fields of study, that the performance of girls is comparable to that of boys in mathematics and physics."[6]

7. Males show higher scores on spatial visualization which is very likely due to social conditioning. For example, playing ball introduces males to calculus and physics. Also, keeping score is a fuctional use of numbers. Girls are often denied these experiences.[7]

8. Women athletes outperform average men on spatial skills tests.[8]

9. "Moreover, no amount of speculation so far has unearthed a mathematical competency in some tangible, measurable substance in the body."[9]

Notes:

[1] Elizabeth Fennema, "Women and Girls in Mathematics--Equity in Mathematics Education," Educ. Studies in Math, 10 (1979),390.

[2] Lynn M. Osen, "The Feminine Mathique, "Women in Mathematics (Cambri Mass: The MIT Press, 1974) pp.165-166.

[3] Lenore Weitzman and Diane Rizzo, Images of Males and Females in Elementary School Textbooks (Washington: National Educ. Assn., 1975)

[4] Fennema, p.397.

[5] Elizabeth Fennema and Mary Ann Konsin, Influences of Selected Cognitive, Affective, and Educ. Variables on Sex-Related Differences in Mathematics and Learning and Studing (Washington D.C.: National Inst. of Educ., Oct., 1976).

[6] Norton Dodge as quoted in Lynn Osen, The Feminine Math-tique (Pittsburgh: K.N.O.W., 1971)passim.

[7] N. Brocklehurst, "Women and Math: Overcoming Avoidance; A Review Report," College Board Review, no. 111 (1979), pp. 22-25.

[8] Sheila Tobias, "Right-and Wrongheadedness," Overcoming Math Anxiety (New York: W.W. Norton and Co. Inc., 1978)p.116.

[9] Tobias, pp.79-80.

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Tobias, Sheila, Overcoming Math Anxiety. New York: W.W. Norton and Co. Inc., 1978.

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APPENDIX 4

WORKING WOMEN FACT SHEET SPRING, 1982 Gayle Hardine

Myth: Working Women are going to getmarried, quit and have babies so their husbands will support them. It is not worth an employers effort to train women for better paying jobs because they don't work that much.

1) "60% of the female work force in 1968 was single, widowed, divorced or seperated, or married to husbands who earned less than$5,000 a yr."
2) "The proportion of single women now in the labor force (53 percent) is not dramatically different fron the 1940 figure (48.1 percent) or the 1950 percentage (50.5 percent), while the current rate for married women has risen to 2.5 times the 1940 figure."
3) "Today nearly 2 out of every 5 American workers are women. Most of these women are married, and ½are over 39 years old."
4) Working women expressed lack of time, opportunity, and money to continue education. They noted a defeated attitude in society towards them in general. They expressed a desire for training, education, counseling, anti-discriminator laws, and publicly funded childcare programs to help them persue work and educational goals.
5) "The proportion of women age 25-54, working or seeking work at a point in time, advanced from 37% in 1950 to 54% in 1974..."
6) "As of 1974 2,351,000 famlies were headed by low income women 96% ofwhom had children under age 18...5,387,000children lived in impoverished famlies headed by women."
7) "More than 26% of the mothers of pre-school children now work, compared wi 7% in 1940. Today the labor force includes approximately 9.8 million women with children under 18 and 3.8 million of t[illegible]s group have 1 child less than 6 years old."
8) "By the 8th month after childbirth 31% of the women who had a first birth had entered the work force, compared with 19% of women who had a second birth.' Women with 3 or more children had a higher rate of employment which may be due to the greater economic need of a large family.
9) Since 1950 the percentage of married working women having children with husbands present has steadily risen.In 1978 these women constituted 47.6% of the labor force population. 50.2% of these women had children under 18 years of age 67.5% of these women worked fulltime.

Gayle Harding

FOOTNOTES

1) Connecticut Conference on the Status of Women, 51% Minority (Storrs, Connecticut: National Education Association, 1972), pg. 49.

2) Janice Fanning Madden, The Economics of Sex Discrimination (Lexington, Massachusetts: D.C. Heath and Co., 1973), pg. 6.

3) Nona Glazer-Malbin, and Helen Youngelson Waehrer eds., Woman in a Manmade World (Chicago: Rand McNally and Co., 1972), pg. 26.

4) Cynthia Harrison, Working Women Speak:Education, Training, Counseling (Washington D.C.: National Commision on Working Women, 1979), pg. 11-12.

5) Deborah Pisetzner Klein, "Women in the Workforce: the Middle Years," Monthly Labor Review 97(November 1975), pg. 10.

6) Joann M.Steiger and Eleanor S. Szanton, Job Training for Low Income Women: The Need for Change (Mclean Va.: Steiger Fink and Kosecoff Inc., 1976), pp. 20-26.

7) Reverand Francis X. Quinn S.J. ed., The Evolving Role of Women in the Modern World of Work (Philadelphia, Pa.:School of Business Administration Temple U., 1970), pg. 2.

8) U.S. Dept. of Health, Education, and Welfare, Public Health Service, "Patterns of Employment Before and After Childbirth," Vital Health Statistics, 20, No.4 (January 1980), 12-13.

9) U.S. Dept. of Labor,Bureau of Labor Statistics, Perspectives on Working Women: a Databook (Washington D.C.: U.S. Govt. Printing Office, 1980), pp.25-27.

Appendix 5

_____ 1. Prudence Crandall	a. An organizer of the Underground Railroad during the Civil War
_____ 2. Mary Berry	b. First woman president of a major state university
_____ 3. Sor Juana Ines de la Cruz	c. Nuclear physicist
_____ 4. Patricia Harris	d. Winner of Nobel Prize for Physics in 1963
_____ 5. Dixie Lee Ray	e. Established a school for black girls in Connecticut prior to the Civil War
_____ 6. Harriet Tubman	f. Responsible for the creation of several Hispanic women's coalitions
_____ 7. Alice Paul	g. Classic ballet dancer in the 1940s and 1950s
_____ 8. Lupe Anguiano	h. Author of a rationale for educating women in the fifteenth century
_____ 9. Susan B. Anthony	i. Governor of Washington, former head of Atomic Energy Commission
_____ 10. Betty Friedan	j. Anthropologist, psychologist, writer, lecturer, and teacher
_____ 11. Maria Tallchief	k. Leader in the struggle for women's rights during the nineteenth century
_____ 12. Maria Goeppert-Mayer	l. U.S. runner who won three Olympic gold medals in 1960 for field and track
_____ 13. Wilma Rudolph	m. Militant suffragist who organized parades and demonstrations in the nation's capital
_____ 14. Chien-Shiung Wu	n. First black woman to be appointed an ambassador and later a member of the U.S. Cabinet
_____ 15. Margaret Mead	o. Author of *The Feminine Mystique* and one of the founders of the National Organization for Women (N.O.W.)

answers on back

* Sex Equity Handbook for Schools, ed. Myra Pollack and David Miller Pollack (New York: Longman, Inc., 1982), pp. 63.

Answers:

1. E
2. B
3. H
4. N
5. I
6. A
7. M
8. F
9. K
10. O
11. G
12. D
13. L
14. C
15. J

Alternative Futures/Feminize the Future

Prepared for John Haas
University of Colorado/
School of Education
By Nancy Wagner

503

WmSt 304
May 6, 1982

Lesson Plan for Education 410
Instructor: Nancy Wagner
Discipline: Education
Grade Level: University

Format: Lecture and Discussion
Time Frame: 75 minutes
Supplementary materials:
Notation Hand-out

GOAL: To encourage student consideration of nonsexist curriculum as a means to promote alternative social structures.*

OBJECTIVES:

1. Knowledge of the process of sex-typed socialization.
2. Understanding how sex-role socialization results in different world views in women and men, and then how these views effect our lives.
3. Identification of necessary considerations in the movement towards feminization (reassessing feminine characteristics as valuable and beneficial for all people).
4. Identification of the need for empowerment,(the opportunity to freely work to develop your full potential).

EXTRA ACTIVITY: Discuss some possible future characteristics and potentials of a feminized world.

OBJECTIVE 1: Knowledge of the process of sex-typed socialization.

- A. Identify psychological and social sex differences.
  - 1. Ask students to identify how people usually label appropriate male and female roles and behaviors,, (ie, what are the stereotypes?)
  - 2. Record the students' ideas on the blackboard, and draw conclusions
    - a. females tend to be relational-oriented (nurturant, cooperative, and aware of emotions)
    - b. males tend to be instrumental-oriented (individualistic, aggressive, rational, and competitive)
- B. Explain a possible origin of these sex differences: Object Relations theory
  - 1. Object-Relations theory is an off-shoot of psycho-analytical theory which states that a person's identity is formed by the early interactions with it s mother, (see Chodorow notation for more information sources).
- C. Discuss possible results of sex-specific perceptions of the world.
  - 1.women usually behave as caretakers of others and society, and men usually behave as protectors (which involves aggression and competition)
  - 2. males become more dominant in social relations, and females become more submissive

OBJECTIVE 2: Understanding how sex-role socialization results in different world views in women and men, and then how these views effect our lives.

- A. We are living in a patriarchal social structure
  - 1. Our society remains organized in a way which enables large population growth, social and scientific development, and defense. This organization was established in a post-industrialized time in history, and may be destructive to our present world.
  - 2. patriarchy relies on men to protect, which means using competition, rationality and individualism.

3. patriarchy values men's responsibilities, which gives men more power in society.
B. Discussion of present global situation
1. the prevalent attitude of a need to conquer, both each other and the environment, still exists.
2. identify the nuclear arms race, the threat of nuclear war, and the endangered environment as present results of patriarchy
a. these current problems originate from male socialization to protect and conquer, which encourages competition and power struggles
b. these behaviors result in unhealthy relations on interpersonal, group, societal, and global levels
C. Discussion of the need to move toward alternative structures
1. the Van Scotter text(see notations) we have a need for "global interdependence" (a globally shared need for each other and our resources, which results in a more peaceful and equal world) that is met through reduction of competition and aggression
2. we need to feminize the structure (encouraging cooperation and commonality)
3. as seen, cooperation and commonality are female characteristics, identifying women as the most knowledgable and experienced sources of understanding and information

OBJECTIVE 3: Identification of necessary considerations in the attempt to feminize
A. Self-inquiry and education as the necessary beginning
1. Hand-out notation sheet (a source of relevant information)
B. the development of feminization becomes possible through empowering people
1. define empowerment again
2. empowerment is necessary for women to encourage their self-esteem and self-trust
3. empowerment is necessary for men to encourage their respect for, and value of, feminine characteristics

OBJECTIVE 4: Identification of the need for empowerment, and how an Educator can facilitate it
A. Sexist curriculum tends to inhibit an individual from freely working to develop his or her full potential
1. it presents traditional role-models and stereotypes
a. girls are shown as passive, followers, nurturers, and boys are shown as active, adventurous, leaders, and discoverers
2. boys are encouraged to be aggressive, and girls are encouraged to be passive (recall roles of patriarchy)
3. stories, activities, and materials are geared for boys
a, the main characters in most stories are male, word problems frequently require mechanical and rational knowledge
4. these examples, plus many more, illustrate how sexist education tends to channel individuals down distinct sex-role paths, which inhibits the chance to attain full potential

B. Nonsexist curriculum can be a means for empowerment
   1. sex-specific socialization can be inhibited by gearing all activities towards a sex-neutral structure (a structure which abolishes sexual stereotypes as indicators of appropriate behavior)
   2. this structure establishes equal education, which promotes empowerment
   3. empowerment allows for movement toward alternative social structures

EXTRA ACTIVITY: Discuss some possible future characteristics and potentials of a feminized world.

A. Ask students to imagine what a cooperative world would look like to them
B. Use a brainstorming session (record on blackboard) to motivate student participation and creativity
   a. explain brainstorming as an "anything goes" creative exercise, with no need to be critical of what ideas come up

*Instructor's Note: The material in this unit presents new and different ideas. It becomes important to acknowledge the sex-specific generalizations included,

The instructor can expect student disagreements in reaction to the material. Specific points which may elicit disagreement include; the challenge made to patriarchy, the need to integrate feminine values into the structure, the necessity for, and results of empowerment, and the necessity to implement nonsexist curriculum. Because of these possibilities, the instructor should understand the material, acquaint him or herself with the sources noted, and be prepared to facilitate a debate.

NOTATIONS

Jessie Bernard, The Female World (NewYork: The Free Press, 1981).

Bernard describes the two distinctly different world views held by women and men. The female world is governed by a different set of norms than those of the male world, and deserve separate recognition and study. Emphasis on Part VI, "The Economy, the Polity, and the Female World.

Elise Boulding, Women: The Fifth World (New York: Headline Series, 1980).

A report on the present status of women around the world, with emphasis on women and global development. A discussion of the future potentials of women as participants in development is included. I emphasized Chapters 6 and 7.

Nancy Chodorow, "Feminism and Difference: Gender, Relation, and Differnce in Psychoanalytical Perspective," in The Socialist Review, (Volume 9, issue 4),p. 51-69.

A theoretical essay explaining the processes of identification and differentiation from an Object-Relations perspective. Chodorow connects intrapsychic development to the male-defined social structure. A thought-provoking essay; I highly suggest it.

Dorothy Dinnerstein, The Mermaid and The Minotaur (New York: Harper Colophon Books, 1976).

Dinnerstein addresses intrapsychic sex differences as effected by early human interaction, broader socialization processes, and covert cultural beliefs.

Susan Griffin, Woman and Nature (New York: Harper and Row Publishers, 1980).

A literary work identifying various different life perceptions and values of men and women.

National Education Association, "Education for Survival: Schools and Sex-Role Stereotypes" (Boulder CO: University of Colorado Women Studies Program, 1972).

A comprehensive booklet addressing various areas where sexism inhibits the educational process. These areas include; physical, economic, psychological, and political. Emphaisis on the discussion of political survival.

Myra Pollack Sadler and David Miller Sadler, Sex Equity Handbook for Schools (New York: Longman, 1982).

A comprehensive resource for use in identifying sex bias in curriculum, teacher-student interactions, and in education. Specific areas on where and how sexism is alive in education are delineated.

Judith Stacy, Susan Bereaud, and Joan Daniels, ed. And Jill Came Tumbling After: Sexism in American Education (New York: Dell Publishing Company, 1974).

A collection of essays analyzing sexism in education in a variety of areas, including; language, counseling, testing, in textbooks and in history.

Alvin Toffler, ed. Learning For Tomorrow: The Role of the Future in Education (New York: Vintage Books. 1974).
A collection of essays addressing various aspects on the future of education. Included are papers analyzing the educational systems today and a presentation of future models. Chapter 3 analyzes education from a feminist perspective.

Janice Law Trecker, "Sex Stereotyping in the Secondary School Curriculum," Phi Delta Kappan, (Oct. 1973), p. 110-12.
A short article discussing some basic areas where sexism exists in secondary schools. A good beginning point for an investigation of sexist curriculum.

Richard D. Van Scotter, Richard J Kraft, and John D. Haas, Foundations of Education: Social Perspectives (Englewood Cliffs NJ: Prentice-Hall, Inc, 1979).
A textbook addressing various issues relevant to future educators. I focused on the final unit dealing with the future.